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ABSTRACT

The Civil War was perhaps the greatest turning point in U.S. history. The dual themes of slavery and power deeply divided the growing nation during the first half of the 19th century. The mission of the Civil War Preservation Trust (CWPT) is to preserve the significant Civil War battlefields by protecting the land and educating the public about the vital roles those battlefields played in directing the course of the nation's history. This 2-week CWPT curriculum is designed for students in grades 5, 8, and 11. For each grade level, there are six sections: (1) "Disunion"; (2) "War"; (3) "Soldier Life"; (4) "Preservation"; (5) Battlefield Field Trips"; and (6) "The War at Home." These sections are vital in using battlefield land as outdoor classrooms. The curriculum contains ideas for the classroom as well as ideas for interdisciplinary activities. In addition to the curriculum, students are encouraged to visit the battlefields or for a Civil War reenactor to visit the class. The CWPT's Civil War traveling trunk can be reserved. In it are sections on camp life, medicine, food, uniforms, and music to help students get a better idea of what it was like to live during the Civil War era. (BT)

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Civil War Preservation Trust,
Washington, DC.

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Civil War Preservation Trust

Two Week Curriculum for Teaching the Civil War

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SPECIAL THANKS TO THE HISTORY CHANNEL

Who We Are:

About the Civil War Preservation Trust

The Civil War Preservation Trust is America's largest non-profit organization devoted to the preservation of our nation's endangered Civil War battlefield lands. The Trust also promotes educational programs and heritage tourism initiatives to inform the public about the war and the fundamental conflicts that sparked it.

The CWPT has ***saved more than 11,000 acres of Civil War battlefields***. That's land at more than 60 Civil War battlefields in 16 states. In addition to preserving battlefield land, we interpret the land with **waysides** and **driving tour brochures**. We sponsor **Park Day** – an annual volunteer clean-up day for the Civil War sites we cherish.

The CWPT also conducts programs designed to inform the public about the events and consequences of the Civil War, foster an understanding of the need for preservation, and create a personal connection to the past. We have led **educational tours, conferences, reenactments, and preservation marches**.

Our **teacher and student programs** range from a **poster and essay contest** for kids to **workshops and curriculum guides** for teachers. We also have ***The American Civil War*** video – a ten-minute overview of the Civil War developed for schools and historic sites by CWPT with The History Channel.

We have produced the **Voices of the Civil War Traveling Exhibit**. This is a traveling panel exhibit that explores the experiences and memories of the Civil War through the words and images of those who experienced it. Another educational program is the **Civil War Explorer** - an interactive, multimedia computer exhibit on the Civil War featuring photographs, maps, historic documents, video footage, music and narrative. The Explorer is currently being adapted for the Internet and will be located in the "History Center and Classroom" section of the website when complete

Our **Civil War Discovery Trail** is a heritage tourism initiative that links more than 500 Civil War sites in 28 states, and promotes visitation through themed itineraries; it is one of the White House Millennium Council's sixteen flagship National Millennium Trails.

Our outreach efforts also include the CWPT Website – www.civilwar.org, which includes details on preservation, Civil War history, and the Civil War Preservation Trust. In addition, our members – who are the lifeblood of the organization – receive ***Hallowed Ground*** – CWPT's quarterly magazine, which includes articles on history, preservation techniques and upcoming events.

To find out more information or to join the Civil War Preservation Trust, call 888-606-1400 or visit www.civilwar.org.

How to Use this Curriculum

Thank you for requesting a copy of our Civil War curriculum! The Civil War Preservation Trust is proud to offer this valuable tool for your classroom.

The mission of the CWPT is to preserve America's significant Civil War battlefields by protecting the land and educating the public about the vital roles those battlefields played in directing the course of our nation's history.

The Civil War was perhaps the greatest turning point in American history. The dual themes of slavery and power deeply divided the growing nation during the first half of the 19th century.

The Civil War changed many things about the United States. It freed 4 million slaves and put civil rights on the national agenda for the first time. It made us a unified nation instead of a collection of states. It made the industrial North the focus of political power. And it damaged millions of dollars of property. Most importantly, when the war ended after four years, 625,000 soldiers and 50,000 civilians had died, 200,000 women had become widows, and 500,000 of the soldiers who returned home were wounded or crippled.

The students in your classrooms will be making important decisions about our Civil War battlefields. Remember, ***you*** are educating the future leaders and decision-makers of America. Your students will have to decide whether to preserve – or throw away – the sites that changed the face of America forever.

This is an enormous challenge. For instance, should our leaders preserve the site of a Civil War battlefield, or should they develop it into a new shopping mall? Should they preserve – and interpret – the battlefield, or create a housing development? Which option, ultimately, will best serve the community? How are kids supposed to make intelligent decisions if they don't know where the battlefields are, what they mean, or why they're important?

Most Americans come to care about battlefields for one of three reasons: either they had an ancestor who fought in the war, they read a great book or watched a great movie about the Civil War, orbecause they had a great teacher. And ***you*** are that great teacher! We hope that our curriculum will make your job easier.

So, how do you use this curriculum?

This two-week curriculum is designed for students in grades 5, 8, and 11. For each grade level, there are 6 sections: **Disunion, War, Soldier Life, The War at Home, Field Trips, and Preservation** are featured. The Field Trip and Preservation sections are especially vital in using battlefield land as "outdoor classrooms."

The curriculum is full of practical and creative ideas for the classroom. In addition, there are ideas for interdisciplinary activities. The curriculum will be updated frequently as battlefield-specific lessons and other items are added.

Obviously, the best way to learn about the Civil War is to

VISIT THE BATTLEFIELDS THEMSELVES!

What a powerful tool – to recreate a famous charge, or see the actual land where soldiers (***perhaps from your home state***) fought! What better way to understand why a particular charge succeeded (or failed) than to experience the terrain firsthand?

In addition to the volume you have in front of you, there are two companions. It would be best if you could visit the battlefields, but we understand that it isn't always an option. If you can't get to a historic site, why not ask a Civil War reenactor to visit your class? Civil War reenactors possess a wealth of knowledge – as well as reproduction uniforms and equipment – and are certainly much more interesting than a textbook. They put a lot of time into their hobby – so put them to work for you! Visit our web site to find a reenactor in your area.

You can also reserve our Civil War traveling trunk. The trunk can be reserved if you can't get a reenactor and can't go on a battlefield field trip. There are sections on camp life, medicine, food, uniforms, and music. These "props" will help your students get a better idea of what it was like to live during the Civil War era.

You can also take advantage of any of the optional activities that are also included. You are the master teacher, and you know your students – so feel free to adapt the program to suit your students' needs!

Good luck!

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For periodic additions to the curriculum,
please visit www.civilwar.org!

Civil War Slang

For more information about Civil War slang, educators may consult the following sources, which were used to compile this document.

- ★ A Field Trip Guide For Educators, The Battle of Gettysburg, research and text development by Jim Roubal, Parks as Classrooms, Gettysburg National Military Park.
- ★ Time Machine to Gettysburg, A Turner Adventure Learning Educational Program, produced by Turner Educational Services, Inc. in cooperation with the Center for Excellence in Education, Indiana University, 1994.
- ★ BooneBunny's Historical Hubbub, Featuring Civil War Slang, http://boonebunny.tripod.com/hubbub.html, 1-3
- ★ BooneBunny's Historical Hubbub2 http://members.tripod.com/BooneBunny/morehubbub.html, 1-3
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- ★ The Civil War's Common Soldier, National Park Civil War Series, James I. Robertson, Jr., Eastern National, 1994.
- ★ Cooking for the Cause, Confederate Recipes, Documented Quotations, Commemorative Recipes, Patricia B. Mitchell, Sims-Mitchell House Bed & Breakfast, Chatham, VA, 1988.
- ★ Union Army Camp Cooking 1861-1865 Revised Edition, Patricia B. Mitchell, Sims-Mitchell House Bed & Breakfast, Chatham, VA, 1990.
- ★ The Prison Camp at Andersonville, National Park Civil War Series, William G. Burnett, Eastern National, 1995.
- ★ Hardtack and Coffee: The Unwritten Story of Army Life, John D. Billings, Bison Books, 1993. Reprinted from original written in 1887.

Civil War Slang

Civil War soldiers used the following words and terms.

Bite the bullet	be strong and go for it, face up to a challenge or something unpleasant
Mealy-mouthed	someone who "talks in circles" or is hard to understand because they don't get to the point
Rigmarole	a long or complicated list or procedure
Smart aleck	wise guy, joker
Yahoo	from *Gulliver's Travels* – someone who is a "brute" in human form
Bogus	fake
By Jingo!	a mild oath
Jackanapes	an insulting person who has recently been promoted; an impudent upstart
Hornswaggled	as in, "I'll be Hornswaggled!"; I've been tricked or deceived
(Tennessee or Virginia) quick-step	same as the **flux, trots, or screamers** – sick with diarrhea
Hardtack	also called **flour tile, hard bread, teeth-dullers, sheet-iron crackers, worm castles, ship's biscuit.** Hardtack was a cracker-like biscuit made of flour, salt, and water and it was the primary ration of the Union troops. It was also difficult to eat because it was extremely hard. Sometimes it even contained worms and weevils.
Coosh or Cush	cooked beef fried with bacon grease and cornmeal; favorite Confederate meal
Skillygallee	fried pork fat with crumbled hardtack, favorite Union meal
Desiccated fruits and vegetables	Also called **desecrated fruits and vegetables** – dehydrated fruits and vegetables

✓**EXTRACREDIT**

How many of these terms do we still use today? Mark a star next to the terms you have used before.

Holding pen	prison
Shebangs	shelters that prisoners created for themselves. Often, a shebang was 2 or 4 posts covered with whatever shelter available – coats, blankets, or even brush.
Johnny Reb	Confederate soldier
Billy Yank	Union soldier
Bucking and gagging	military punishment where a piece of wood is tied in the offender's mouth while he is seated on the ground with his knees bent close to his body. A piece of wood is then placed under his knees while his arms are also under the stick on each side of his knees. His hands are then tied in the front. As a result, the offender can't move or talk.
Sinks	camp latrines—actually, long open ditches
Camp followers	various civilians who followed the armies, such as merchants, laundresses, former slaves, vivandieres, and prostitutes
40 dead men	cartridge box
All in three years	usually said when something went wrong
Arkansas toothpick	a very long, large knife
Artillery	camp kettles, stoves, pots, tubs; or, iron foundries
Joy Juice, Bark Juice, Tar Water	same as **(K)nokum stiff; O, Be Joyful; Old Red Eye; Shine; Rifle Knock-Knee; How Come You So; Help Me to Sleep, Mother** - liquor
Barrel shirt	barrel worn as a shirt by thieves as a form of punishment
Beehive	knapsack
Been through the mill	have done a lot, suffered through a great deal, busy day, bad day

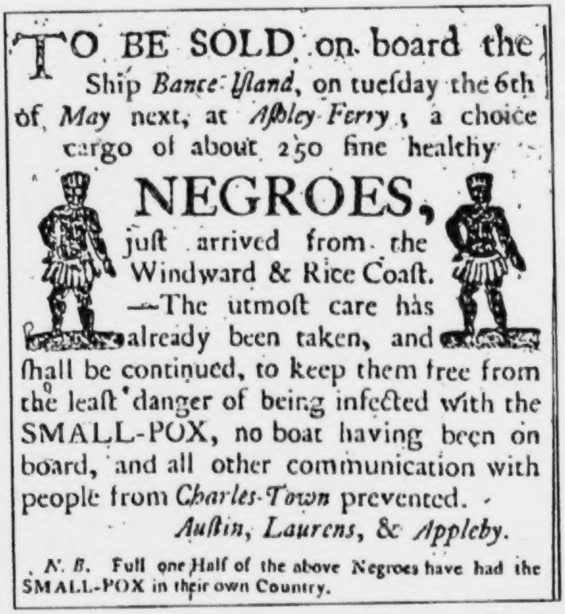
Blowhard	a big-shot, show-off, or braggart
Blue mass	men on sick call
Bluebellies	Union soldiers
Bluff	cheater
Bombproof	shelter from artillery attack
Bragg's bodyguard	body lice; named for CSA Gen. Braxton Bragg
Bread bag	haversack
Breadbasket	stomach
Bull pit	confinement area for those under arrest
Bully!	Hurrah! Yeah!
Bumblebee	sound of flying minie? balls
Bummer	a loafer, forager, person safe in the rear
Bummer's cap	regulation fatigue or forage cap
Buttermilk Cavalry	what the infantry called the cavalry
Camp canard	false report believed by many in camp
Carte de visite	photograph on a small card
Cashier	usually a dishonorable dismissal from the army
Chicken guts	officer's gold braiding on his cuff
Chief cook and bottle washer	someone who is capable of doing almost anything – from exciting things to dull things
Company Q	sick list
Copperhead	a Northerner with Southern sympathies, against Lincoln's war policy
Cracker line	line for transportation of food supplies
Creeper	soldier's frying pan used early in the war
Devil fish	fish-shaped Confederate torpedo
Dog collar	army issued cravat (necktie), usually thrown away
Dog robber	an army cook
Duds	clothing
Essence of coffee	Civil War form of instant coffee
Fairy fleet	boats carrying trade between sides at Fredericksburg
Fast trick	woman of low morals, loose woman
Fighting under the black flag	soldiers killing lice

Fit as a fiddle	in good shape, healthy
Fit to be tied	angry
French leave	AWOL (Absent WithOut Leave)
Fresh fish, paleface	raw recruits
Gallinippers	insects, mosquitoes
Giving the vermin a parole	throwing away clothing infected with lice
Goober Grabbers	good-natured term for Georgia troops (from **goober peas** or **goobers,** which are peanuts)
Grab a root	have dinner, potato
Graybeard Regiment	37th Iowa, all members at least 45 years old
Greenbacks, rocks, spondulix	Union paper currency, money
Greenhorn, bugger, skunk	officer
Grey Backs (Graybacks)	insulting term for Rebel soldiers; or, lice
Hard case	tough or difficult guy
Hard knocks	a tough break; the hard way
Hayfoot, strawfoot	command used to teach raw recruits the difference between left and right (respectively)
Here's your mule	phrase that the infantry used to insult the cavalry. The infantry would hold up their feet and say, "Mister, here's your mule," meaning the infantryman's feet did the job of transporting the soldier. The double insult was that the cavalry rode horses, not mules
Hopping the twig	getting married (from custom of jumping over a broom)
Hornets	bullets
Horse sense	common sense
Hospital rats	soldiers who fake an illness
Housewife	sewing kit used by soldiers
Hunkey dorey	Great!
Ironclad possum	armadillo dinner
Jailbird	criminal
Jawings	talking

Jeff Davis' pets	Rebel western troops' term for Army of Northern Virginia
Jonah	a person who is bad luck
Let 'er rip	go ahead and start
Little coot	Confederate slang for a Yankee
Long sweetening	molasses
Lucifer	match
Mudsill	unkind Southern term for a Northerner
Mule	meat
Mustered out	killed in action
Night blindness, gravel	condition caused by lack of green vegetables
Opening of the ball	units waiting to move into battle
Patent Bureau	knapsack
Peas on a trencher	breakfast call (song played at breakfast on fifeand drum)
Pepperbox	pistol
Pie eater	man from rural area
Played out	tired, worn out
Pumpkin rinds	grumpy term for lieutenants, named after their shoulder straps
Quartermaster hunter	shot or shell that passed overhead and far into the rear
Rio	coffee
Roast beef	noon meal
Robber's Row	sutler's (merchant's) area
Salt horse	preserved beef
Sand Hoppers	good-natured term for South Carolina troops
Sardine box	cap box (part of a soldier's ammunition)
Sawbones	doctor, surgeon
Scarce as hen's teeth	rare or scarce
Secesh	secessionist; Northern term for those who seceded from the Union
Seeing the elephant	experiencing battle
Shakes	malaria
Sham fight	mock battle

Skedaddle	Run! Scatter! Retreat!
Smoked Yanks	Union soldiers cooking their food over a fire
Snug as a bug	very comfortable, cozy
Somebody's darling	said of a dead body – referring to the fact that someone would miss this person
Sound on the goose	well off, wealthy
Sparking	kissing
Sunday soldiers, parlor soldiers, kid glove boys	insulting words for soldiers who were useless
Take an image	have your picture taken
Teacher's Regiment	33rd Illinois, consisted of faculty from Illinois State Normal College. Their officers often refused to obey orders that were not grammatically correct.
The Dictator	Seacoast mortar (very large gun) used relentlessly in Petersburg siege
Tight, wallpapered	intoxicated, drunk
Toeing the mark	doing the job, obeying orders
Top rail (#1)	first class, the best
Uppity, hoity-toity	conceited, stuck-up
Web feet	what the cavalry called the infantry
Whipped	defeated
Who wouldn't be a soldier?	Who cares?
Worth a goober	something that amounts to a lot
Yankeedom, Yankees, Yanks	how the Southerners referred to the North and Northerners
Yellow hammers	Good-natured term for Alabama troops
Zu-Zu	Zouave soldier (wore very colorful uniforms)

Disunion



TO BE SOLD on board the Ship *Bance-Iſland*, on tueſday the 6th of *May* next, at *Aſhley-Ferry*; a choice cargo of about 250 fine healthy

NEGROES,

juſt arrived from the Windward & Rice Coaſt. —The utmoſt care has already been taken, and ſhall be continued, to keep them free from the leaſt danger of being infected with the SMALL-POX, no boat having been on board, and all other communication with people from *Charles-Town* prevented.

Auſtin, Laurens, & Appleby.

N. B. Full one Half of the above Negroes have had the SMALL-POX in their own Country.

Newspaper advertisement from the 1780's for the sale of slaves. Courtesy of the Library of Congress. LOT 4422-A-1

Disunion: Teacher's Eyes Only

Ask your students to think of a time when they visited a different city or state in America. Choose volunteers to tell the class where they went and the way of life was different there than at home. After hearing from a few students, explain that although differences exist today, our way of life around the United States is often very similar due to scientific developments and modern technology, but that wasn't always the case. In 1860, the lives of those in the North and South were separated by a world of differences.

The following handout explains some of the differences between the North and the South. Read the handout with your students. Once you are done, ask the students to help you put the characteristics of the North and South into columns. Which characteristics are "opposites"? Why might Northerners and Southerners have fought over these characteristics?

Teacher's Note

Hand out the worksheet called "A Nation Divided: 1860-1861," the blank outline map of the U.S. in 1860-1861, and colored pencils or crayons to the students. Ask them to follow the directions.

For homework, give the students the "Recruitment" assignment and ask them to complete it. Depending on the skill level of your classroom, you may want to ask students to find fewer items in the poster. (For example, find 5 ways the poster shows the Union as winning and the Confederacy as losing. If you find 8 ways, you get an extra credit point. If you find 10 ways, you get two extra points.)

North and South Differences:

Before and During the American Civil War

The ***South*** was a farming region with few large cities. The majority of the South's population helped grow cotton and tobacco on plantations (large farms which often used slaves). These crops had made the South wealthy, so the South didn't develop many factories.

While Northern factories turned some of the South's cotton into cloth, the South sold most of its cotton to England.

✓SOME THINGS TO CONSIDER

You may want to mention, very briefly, how the Electoral College works and ask the students if they think this is fair.

Southerners owned about four million black slaves and they were very important to the plantations.

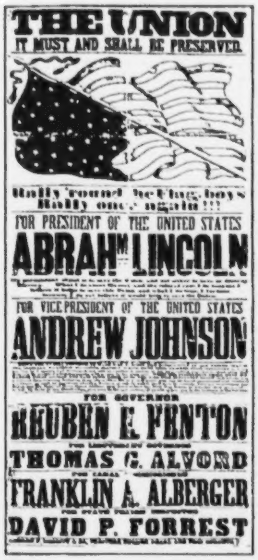
Most Southerners in 1860 believed in states' rights. That means that they felt the state governments should have more power than the national government.

The ***North*** had lots of cities and small towns. Most of the farms were small and did not need slaves to bring in the crops. The North also had a lot of factories and non-farm businesses. Recent immigrants (people who had just moved to this country), women, and children worked in these factories.

The North made a lot of money by trading factory goods with other countries, such as England.

1s BACON'S MILITARY MAP OF AMERICA. 1s

Bacon's Military map of the United States showing forts and fortifications marked by small flags. "Free or non-slaveholding states" are colored green, "border slave states" are yellow, and "seceded or Confederate States" are pink. Description derived from published bibliography (Bacon and Company, London 1862). Courtesy of the Library of Congress, G3701.S5 1862. B3 CW 24


THE UNION
IT MUST AND SHALL BE PRESERVED
Rally 'round the flag, boys
Rally once again!!!
FOR PRESIDENT OF THE UNITED STATES
ABRAHM LINCOLN
FOR VICE PRESIDENT OF THE UNITED STATES
ANDREW JOHNSON
FOR GOVERNOR
REUBEN E. FENTON
THOMAS G. ALVORD
FRANKLIN A. ALBERGER
DAVID P. FORREST

1864 Lincoln/Johnson Election Poster Broadside. Collection of The New-York Historical Society.

Slavery was illegal in most places in the North, and many Northerners also believed that it was wrong. Some of these people were abolitionists, or, people who wanted to outlaw slavery. Others were against slavery but still didn't think black people were equal to white people.

Many Northerners in 1860 believed in a strong, central, national government they called "The Union". That means that they felt the national government should have more power than the individual state governments.

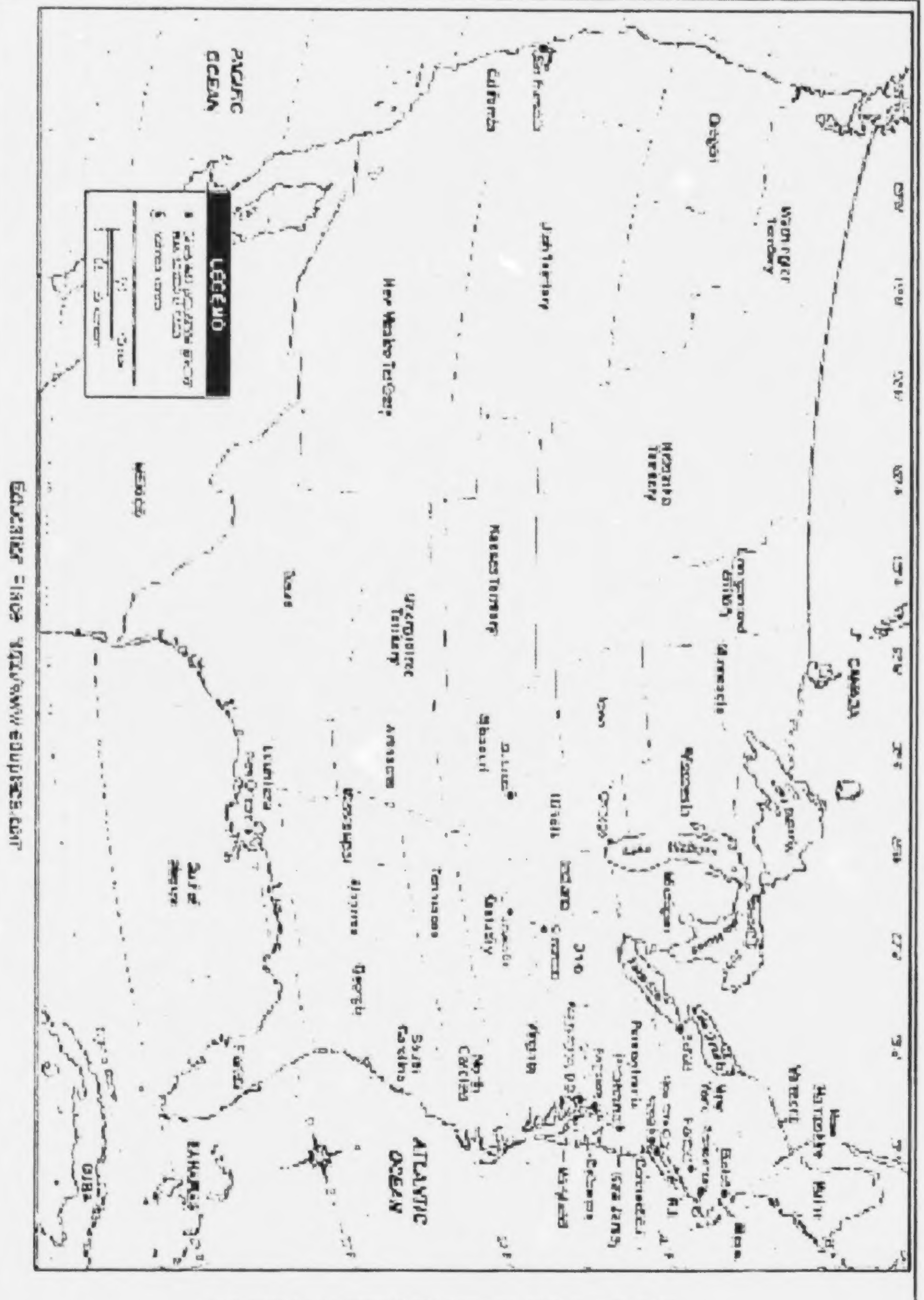
In the first half of the 1800s the population of the United States grew as the nation's borders pushed westward. And, every time a territory wanted to join the Union, the decision to make it a slave state or a free state was a huge problem. This is because of something called the "balance of power". This means that neither slave states nor free states wanted the other side to have more power in government than they had. If a state allowed slaves, it was more likely to tip the balance of power in favor of the Democrats. If it didn't, it would tilt the power in favor of the Republicans. In the years before the Civil War, the balance of power was kept by compromise, or, each side giving in a little bit to the other side to try to make each side happy. After a while, neither side could make the other happy anymore. The question of slavery would have to be decided sooner or later.

In 1860, Abraham Lincoln was elected by only 40% of the popular vote.

When Lincoln won the election, the Southerners were angry. He was a member of the Republican Party, which wanted to get rid of slavery in the territories. The Southerners were afraid that Lincoln would also try to get rid of slavery everywhere. Some of the Southern states started to secede (or, leave the United States). Soon there were eleven Southern states that made up the Confederate States of America. War soon followed.

GRADE 5

The United States in 1860


PACIFIC OCEAN
California
San Francisco
Oregon
Washington Territory
Utah Territory
New Mexico Territory
Nebraska Territory
Kansas Territory
Unorganized Territory
Minnesota
Iowa
Wisconsin
Michigan
Illinois
Indiana
Ohio
Missouri
Kentucky
Tennessee
Arkansas
Texas
Louisiana
Mississippi
Alabama
Georgia
Florida
South Carolina
North Carolina
Virginia
Pennsylvania
New York
Vermont
New Hampshire
Maine
MEXICO
CANADA
BAHAMAS
CUBA
ATLANTIC OCEAN
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A Nation Divided:

1860-1861

Use the map of the United States to find the states listed below on your blank map.

Next, color Northern states, or United States of America, **blue**.
Color the Southern states, or Confederate States of America, gray.
Color the Border States red.

The States:

United States of America
- California (CA)
- Connecticut (CT)
- Illinois (IL)
- Indiana (IN)
- Iowa (IA)
- Kansas (KS)
- Maine (ME)
- Massachusetts (MA)
- Michigan (MI)
- Minnesota (MN)
- New Hampshire (NH)
- New Jersey (NJ)
- New York (NY)
- Ohio (OH)
- Oregon (OR)
- Pennsylvania (PA)
- Rhode Island (RI)
- Vermont (VT)
- Wisconsin (WI)

Confederate States of America
- Alabama (AL)
- Arkansas (AR)
- Florida (FL)
- Georgia (GA)
- Louisiana (LA)
- Mississippi (MS)
- North Carolina (NC)
- South Carolina (SC)
- Tennessee (TN)
- Texas (TX)
- Virginia (VA)

Border States
- Delaware (DE)
- Kentucky (KY)
- Maryland (MD)
- Missouri (MO)
- West Virginia (WV)*

Key:

United States of America – also known as the Union, free states, or the North

Confederate States of America – also known as the Confederacy, slave states, or the South

Border States – these are states that supported both the Union and the Confederacy. They had a lot in common with the Southern states, but decided to stay in the Union.

---

*West Virginia split from Virginia in 1863 and joined the Union.

GRADE 5

Name ______________________
Date ______________________

Recruitment

At the very beginning of the war, Union President Lincoln asked 75,000 volunteers to fight for the North for three months. Confederate President Jefferson Davis asked 100,000 volunteers to fight for the South for twelve months. Both sides thought the war would be over quickly. They didn't know that it would last four long years.

Look at the picture on this Northern recruitment poster. (A recruitment poster tries to get people to join the armed forces.) It uses art to show the Union winning the war and the Confederacy losing the war.

List ten ways that the poster shows the Union winning and the Confederacy losing.

1.

2.

3.

4.

5.

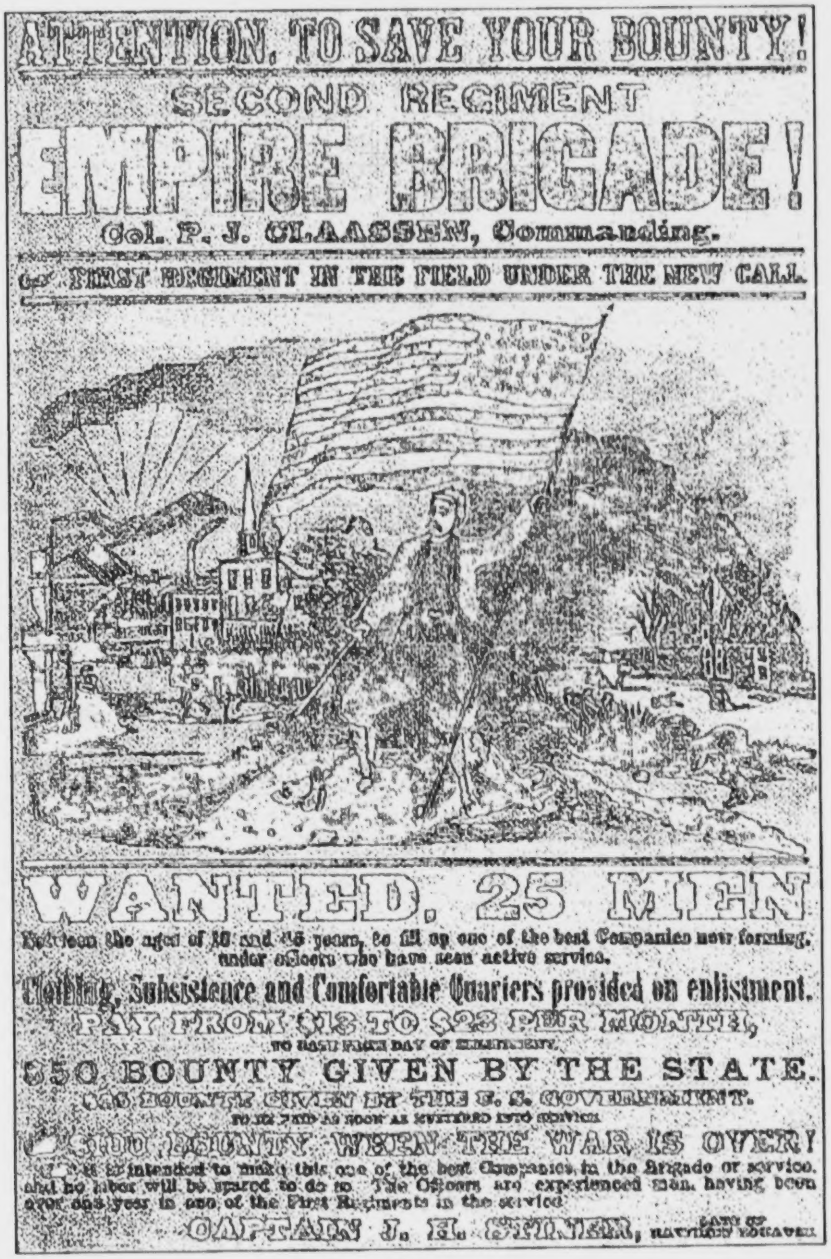
6.

7.

8.

9.

10.



ATTENTION, TO SAVE YOUR BOUNTY!

SECOND REGIMENT

EMPIRE BRIGADE!

Col. P. J. CLAASSEN, Commanding.

☞ FIRST REGIMENT IN THE FIELD UNDER THE NEW CALL.

WANTED, 25 MEN

Between the ages of 18 and 45 years, to fill up one of the best Companies now forming, under officers who have seen active service.

Clothing, Subsistence and Comfortable Quarters provided on enlistment.

PAY FROM $13 TO $23 PER MONTH,

[illegible]

$50 BOUNTY GIVEN BY THE STATE.

$40 BOUNTY GIVEN BY THE U. S. GOVERNMENT.

TO BE PAID AS SOON AS MUSTERED INTO SERVICE.

☞ $100 BOUNTY WHEN THE WAR IS OVER!

☞ It is intended to make this one of the best Companies in the Brigade or service, and no labor will be spared to do so. The Officers are experienced men, having been over one year in one of the First Regiments in the service.

CAPTAIN J. H. STINER, LATE OF HAWKINS' ZOUAVES.

Picture courtesy of www.wildwestweb.net/cwp/cwp66.jpg

Teacher's Key to Recruitment Poster

Here are some of the ways in which the poster shows the North as victorious and the South as defeated. There may be more than ten.

The focus of the poster is the Union flag.

The Northern soldier is standing on top of the Southern soldier.

It is light in the North; it is dark in the South.

It is fair in the North; it is stormy in the South.

The horse in the South is dead; the horse in the North is alive.

The Northern soldier is being reunified with his family; there is no reunification in the South.

The buildings are burning in the South but not the North.

There is chaos in the South; the North is organized and neat.

There is a church in the North; there is no church in the South.

There are several Union flags in the poster; only one Confederate flag is in the poster and it is lying on the ground instead of flying.

Slavery: Teacher's Eyes Only

Hand out the "Delia Garlic" sheet to your students and ask them to look it over, especially the terms that they will need to know to understand the interview that they will hear with a former slave, Delia Garlic.

Explain to the students that because slaves weren't allowed to go to school and weren't allowed to read or write, the words of Delia and the words of other slaves that they will be reading later on will often sound funny and be spelled wrong. Inform them that when they are reading, the best way to understand the words is not to pay attention to the incorrect spelling but to read the words the way they sound.

Also mention that the interviews they will be reading contain words like "boy," "darkies," "nigger," "negro," and "colored," which are inappropriate and considered racial slurs today. Explain to them that they are reading the words of slaves from a long time ago and at that time, those words were either accepted or used negatively by slave owners. Stress the fact that these are now considered bad words, and you don't want any of the students using them in their conversations. Now, play the words of Delia Garlic.

Next, hand out the slavery packets and ask the students to read them. Students should keep the "Terms" list handy as they read through the interviews to help them understand unfamiliar words. Also, tell the students that within the packet, there are several questions that the students need to answer on a separate sheet of paper and turn in when they're done.

Let the students know that when you see that most everyone is reading "Irrepressible Spirit of African-Americans," you will play two songs ("Steal Away," and "Follow the Drinking Gourd"). These songs were used to help escaping slaves. Hand out copies of the lyrics to "Drinking Gourd". You can listen to a midi file of this song by visiting www.madison.k12.wi.us/planetarium/ftdgsong/pdf.

For homework, hand out the assignment entitled "Slavery? In Today's World?!" Ask them to read it and follow the directions. Let them know that part of the assignment requires them to go on the Internet, so if they don't have a computer at home and can't go to the library, they need to use a computer at school.

Let your students know that if they want extra credit, they can create a "Wanted Poster" for **slave owners** that exist today. Give the kids who are interested a copy of the "Wanted Poster" for a runaway slave as an example.

GRADE 5

Extreme Teaching:

Contact a local farmer who grows cotton or another labor-intensive crop. Ask if you can bring your students out to help in the field. Explain your purposes to the owner, and have him or her tell the students what to do. Let the students work for an hour or so. This experience will be a powerful tool because the students will realize how hard it is and how tired they are. After they're through, remind the students that slaves were up before sunup and didn't stop working until after the sun went down – in all kinds of weather.

Optional Activity: Creating a "Quilt"

Team up with your art teacher for this one!

Briefly discuss the Underground Railroad. Let students know that sometimes people who had houses that were stops on the railroad would hang special quilts on the line to let runaway slaves know that their house was safe. The quilts would often have the color black in them. Some slaves even made quilts to tell stories or record their family histories. (There are many, many pictures of quilts on the Internet or in the library.)

After students have read the slavery packets, ask them to make a quilt block describing what slavery was like. Students can be shown how to applique and cut out fabric designs. For a shorter project, you can use felt or construction paper and glue.

This is a good opportunity to talk about symbolism. This could also be an extra credit opportunity or an optional class activity.

Answers to slave stories:

1. Sometimes slaves worked from before sunup to after sundown. (By candlelight.) They got 15 minutes for dinner.

2. He was angry that the slave woman fell down the stairs with his grandchild and the women were upset. She probably didn't mean to fall.

3. She was tricked into eating the candy. The woman wanted to hurt her.

4. Because he was a slave; because he was black.

5. Personal

Follow the Drinking Gourd

Traditional

When the sun goes back
And the first quail calls
Follow the drinking gourd
The old man is a-waiting for
To carry you to freedom
Follow the drinking gourd

Chorus:
Follow the drinking gourd,
Follow the drinking gourd,
For the old man is a-waiting
To carry you to freedom
Follow the drinking gourd

Chorus

The river bed makes a mighty fine road,
Dead trees to show you the way
And it's left foot, peg foot, traveling on
Follow the drinking gourd

Chorus

The river ends between two hills
Follow the drinking gourd
There's another river on the other side
Follow the drinking gourd

Chorus

I thought I heard the angels say
Follow the drinking gourd
The stars in the heavens
Gonna show you the way
Follow the drinking gourd

GRADE 5

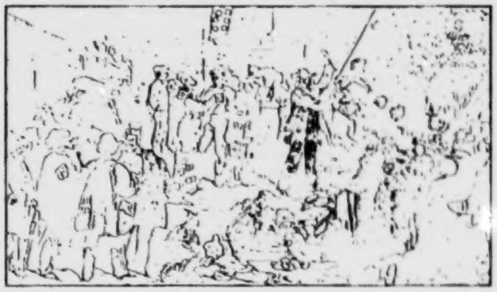
Delia Garlic

Formerly a slave in Virginia, Georgia, and Louisiana

Terms:

Speculators: people who sold slaves
Lick: hit with a whip

Interview with Delia when she was 100 years old:



Men, women, and children being auctioned in the south. Sketch by Theodore R. Davis. Courtesy of the Library of Congress, LC-USZ62-2582

"Dem days was hell. I was growed up when de war come an' I was a mother befo' it closed. Babies was snatched from dere mother's breas' an' sold to speculators. Chilluns was separated from sisters an' brothers an' never saw each other ag'in. Course dey cry. You think dey don't cry when dey was sold lak cattle? I could tell you 'bout it all day, but even den you couldn't guess de awfulness of it. It's bad to belong to folks dat own you soul an' body; and dat can tie you up to a tree, wid yo' face to de tree an' yo' arms fastened tight arount' it; who take a long curlin' whip an' cut de blood ever' lick. Oh trustin', trustin' was de only hope of de pore black critters in dem days. Us jest prayed for strength to endure it to de end."

Written word, tape recording, and picture from Remembering Slavery: African Americans Talk About Their Personal Experiences of Slavery and Emancipation. *Ira Berlin, Marc Favreau, and Steven F. Miller, eds. New Press: New York: 1998.*

F. GEUTEBRUCK
AUCTION & NEGRO SALES
CHINA GLASS QUEENSWARE

"Auction & Negro Sales" building in Atlanta. Courtesy of the Library of Congress, LC-B811-3608

BEST COPY AVAILABLE

Terms

biling – very, very angry
block – place where slaves were auctioned
blue britches – describing the Yankees, who wore blue
booty – treasure or valuables
brine – salt water
buggy – carriage pulled by a horse
bullwhip – a whip made out of leather
cowhide – cow skin, leather
cuffin' – hitting over the head
'Federates – Confederates, people from the South
footmen – soldiers on foot
gallery – front porch
grieve – feel sad
Gen'l Pope – Union General John Pope
grapevine telegraph – people passing information through word of mouth
gray – a donkey
grit – mushy Southern food
grove – orchard or wood
gum – sticky substance from trees
hands – slaves that work in the field
haul - pull
hick'ry limb – a stick from a hickory tree
hide – a person's skin
hitch – hooking horses to each other and to the wagon
hoe – tool for farming
icehouse – storage place for things that need to be kept cold
in dey sleeves – quietly, to themselves
Jeff Davis – President of the Confederacy
lard – animal fat
lashes – hits with a whip
lead row man – slave in charge of a row of slaves
Master/Missus – the slave owners
miss a lick with the hoe – to miss a turn with the hoe
Negro trader – a person that sells slaves
nuss – nurse a baby
overseer – work supervisor, white
pallet - bed
planks – wooden boards in the floor
plantation – large farm
pry – force open
pulp – soft flesh
ravine – narrow valley
rawhide – leather used to whip slaves
Rebels – people from the Confederacy
roustin' – getting people together, organized
slop – food for animals; kitchen waste
smokehouse – place where meat is smoked
spinning flax – making yarn for cloth from the fibers of the flax plant
sprig - twig
steal – sneak (as in "steal away" or "sneak away")
stock – a place for punishment
stockhouse – storage place for food
strap – leather used to whip slaves
tallow – waxy material used to make candles
trade – skill
tribulation – trials, suffering
troughs – a long wooden container that animals eat from
wagon staves – poles used to pull wagons with
whooping - whipping
widower – a man whose wife has died
Yankees – people from the Union, Northerners

GRADE 5

Slave Stories

Wes Brady, former slave in Texas. Pictured in Harrison County Texas. Courtesy of the Library of Congress. LOT 13262-7, no. 24

The stories below are all true and told by African-American men and women who were former slaves during the Civil War. Use the sheet labeled "Terms" to help you understand words that you don't understand. Please answer the questions on a separate sheet of paper.

Work

Most slaves worked on plantations in the South. (A plantation is a very large farm with at least twenty slaves.) The work was very hard, and hours were from sunup to sundown. Slaves often sang in the fields to ease to keep a rhythm and not be so bored. (When you pick cotton, you do the same thing over and over again.)

Slaves usually had part of Saturday and all of Sunday off. During this free time, slaves told stories, sang, danced, worshipped, courted, got together with their friends and family, and did chores in the slave quarters. Many masters issued passes for slaves to use this time to visit friends and family on other plantations. Some masters who were less strict allowed their slaves to have little gardens around their cabins. They could grow their own food to eat or make some money. These same masters usually let skilled slaves hire themselves out for money during their free time.

> "Jes wok, an' wok, an wok. I nebbah know nothin' but wok."
>
> — *Sarah Gudger, formerly a slave in North Carolina (Experiencing Slavery)*

> "The overseer was 'straddle his big horse at three o'clock in the mornin', roustin' the hands off to the field. He got them all lined up and then come back to the house for breakfas'. The rows was a mile long and no matter how much grass was in them, if you leaves one sprig on your row they beats you nearly to death.

> Lots of times they weighed cotton by candlelight. All the hands took dinner to the field in buckets and the overseer give them fifteen minutes to git dinner. He'd start cuffin' some of them over the head when it was time to stop eatin' and go back to work."
>
> — *Wes Brady, formerly a slave in Texas (Experiencing Slavery)*

✓SOME THINGS TO CONSIDER

1. How long did the slaves work every day? How much time did the slaves get to eat?

Cruelty to Slaves

> "My job was taking care of the white children up at the Big House (that is what they called the house where our master lived), and I also had to feed the little Negro children. I remember quite well how those poor little children used to have to eat. They were fed in boxes and troughs, under the house. They were fed corn meal mush and beans. When this was poured into their box they would gather around it the same as we see pigs, horses and cattle gather around troughs today."
>
> — *Octavia George, formerly a slave in Louisiana, p. 114*

Leah Garrett, who was a slave in Georgia, knew a slave woman whose job was to take care of the master's grandchildren, one of whom was a baby. One day the woman fell down the front steps while holding the baby. The baby was okay, but the mother and grandmother cried "just lak de baby wuz dead or dyin'." When they told the master what happened, he took a board and hit the woman "'cross de head and kilt her right dar. Den he told his slaves to take her and throw her in de river." The woman's mother "begged and prayed," but they threw her in the river anyway.

✓SOME THINGS TO CONSIDER

2. Why did the master kill the slave woman? Do you think she meant to do this?

Henrietta King, who was a slave in Virginia, suffered a different kind of cruelty – and she carried the scars for the rest of her life. When she was about nine years old, the master's wife tricked her into eating a piece of candy that was left on the washstand for her to see. Henrietta knew she wasn't supposed to eat it, but she was so very hungry that she grabbed the candy and ate it really fast.

The next morning, the master's wife and daughter tried to beat Henrietta for eating the candy. The girl twisted and turned so much that neither one of them could give Henrietta a beating.

The master's wife was so mad that she stuck Henrietta's head under the legs of a rocking chair. Then she "rock forward so's to hol' my haid an' whup me some mo'. I guess dey must of whupped me near a hour wid dat rocker leg a-pressin' down on my haid."

✓SOME THINGS TO CONSIDER

3. Why did the master's wife leave the candy for Henrietta to eat?

The next morning, Henrietta couldn't open her mouth and her jaw kept slipping to the right. The rocker legs had crushed all the bones in her face. From that point on, Henrietta couldn't eat solid food; she could only drink milk, or soup, or soft stews.

Here is what Henrietta says slavery is:

> "Here, put yo' han' on my face – right here on dis lef' cheek – dat's what slave days was like. It made me so I been goin' roun' lookin' like a false face all my life. What chilluns laugh at an' babies gits to cryin' when dey see me. Course, I don't min' it no mo'. I been like dis so long now dat I don' never think on it, 'ceptin' when I see someone starin' hard an' wonderin' what debbil got in an' made me born dis way."

Marriage and Family

Due to the long work hours of slaves, parents didn't have much time to spend with their children, especially if one parent lived on another plantation. They weren't in charge of their children – their master was. The worst thing that slave owners could do to a family was to break it up by selling one or more of the members away from the rest of the family. Most slaves were sold at least once in their life. After the Civil War, most former slaves searched for lost family members. Many husbands and wives renewed their wedding vows to make their marriages legal.

> Robert Glenn was a slave in North Carolina and Kentucky. His mother belonged to the Hall family, and his father, who was skilled and knew a trade, belonged to the Glenn family. Robert was sold when his first master died – and he didn't get the chance to tell his parents goodbye.
>
> Robert's father had managed to save a lot of money from working overtime. His mother found out where Robert was sold, and begged his father to buy him from the slave trader. He agreed, and got his master's help to bid on Robert (since no slave could bid on another slave). It almost worked, until the trader figured out what was going on. This made the slave

✓SOME THINGS TO CONSIDER

4. Why didn't the slave trader let Robert's father buy him?

trader mad, and he said, "You think you are white do you? Now just to show you are black, I will not let you have your son at any price."

The trader took Robert away. During the trip, "he stopped for refreshments at a plantation, and while he was eating and drinking, he put me into a room where two white women were spinning flax. I was given a seat across the room from where they were working. After I had sat there awhile wondering where I was going and thinking about Mother and home, I went to one of the women and asked, 'Missus, when will I see my mother again?'"

The woman said she didn't know. "I went back to my seat and as I did so both the women stopped spinning for a moment, looked at each other, and one of them said, "Almighty God, this slavery business is a horrible thing. Chances are this boy will never see his mother again." This remark nearly killed me, as I began to fully realize my situation."

— *From* Remembering Slavery

Here is the story of another child, sold away from his parents at a young age:

> "When I was 'bout fo' or five years old, I was loaded in a wagon wid a lot mo' people in 'hit. Whar I was boun' I don't know. Whatever become of my mammy an' pappy I don' know.
>
> I was tol' there was a lot of slave speculators in Chester to buy some slaves for some folks in Alabama. I 'members dat I was took up on a stan' an' a lot of people come 'roun' an' felt my arms an' legs an' chist, an' ast me a lot of questions. Befo' we slaves was took to de tradin' post Ol' Marsa Crawford tol' us to tell eve'ybody what ast us if we'd ever been sick to tell 'em dat us'd never been sick in our life. Us had to tell 'em all sorts of lies for our Marsa or else take a beatin'.
>
> I was jes' a li'l thang; tooked away from my mammy an' pappy, jes' when I needed 'em mos'."
>
> *— Mingo White, formerly a slave in South Carolina and Alabama Experiencing Slavery*

✓SOME THINGS TO CONSIDER

5. How would you feel if you were taken away from your parents now and you knew that you'd probably never see them again?

Religion

Religion played a big part in the lives of slaves. They had secret prayer meetings in the woods to pray for freedom. They sang spirituals that gave them hope because they knew that if God didn't free them in this life, freedom was waiting for them in heaven. They knew that the Lord understood their struggles and heard their prayers.

> "I can just barely remember my mother... But I do remember how she used to take us children and kneel down in front of the fireplace and pray. She'd pray that the time would come when everybody could worship the Lord under their own vine and fig tree – all of them free. It's come to me lots of times since. There she was a'praying, and on other plantations women was a'praying. All over the country the same prayer was being prayed. Guess the Lord done heard the prayer and answered it."
>
> — *Tom Robinson, formerly a slave in North Carolina and Texas, Experiencing Slavery*

The Irrepressible Spirit of African-Americans

What do you do when you don't want to do your chores or homework? Pretend you're sick? Pretend that you don't understand what you're supposed to do? Well, slaves did the same thing; it's called "resistance". Slaves resisted slavery in many different and clever ways. Slaves "played dumb" and pretended not to understand instructions. Or, they did their work very slowly. Farm animals and work tools were frequently mishandled or broken. Some slaves ran away to show anger for being punished. They would hide in the woods for a few days or weeks and then return to the plantation.

Except for the rare slave uprisings, running away for good was the ultimate form of resistance. It was very dangerous, but the reward was great – freedom! Before the Civil War, many slaves escaped through Harriet Tubman's Underground Railroad. When a member of the Underground Railroad was near a plantation waiting to take slaves to the North, they used code songs like "Steal Away" to let the slaves know they were there.

Many slaves escaped on their own. They used the back roads, hid away in boats, and disguised themselves. Songs such as "Follow the Drinking Gourd" reminded slaves to travel in the direction of the Big Dipper (which contains the North Star). (Look in the last pages of your packet to see the lyrics to these three songs.)

Slaves who escaped were usually young men who were hired out to neighboring farms. They could escape because they knew the land, and they didn't have wives and children to leave behind. During the Civil War, many young men escaped to fight for the Union.

African-American slaves were strong and courageous. They survived backbreaking work, terrible cruelty, and emotional pain. They had no freedom. Slavery was horrible, but slaves lived their lives with hope, joy, and dignity.

> "My name is Tonea Stewart. When I was a little girl about five or six years old, I used to sit on the garret, the front porch…I listened to my Papa Dallas. He was blind and had these ugly scars around his eyes. One day, I asked Papa Dallas what happened to his eyes.
>
> 'Well daughter,' he answered, 'when I was mighty young, just about your age, I used to steal away under a big oak tree and I tried to learn my alphabets so that I could learn to read my Bible. But one day the overseer caught me and he drug me out on the plantation and he called out for all the field hands. And he turned to 'em and said,
>
> "Let this be a lesson to all of you darkies. You ain't got no right to learn to read!"
>
> And then daughter, he whooped me, and he whooped me, and he whooped me. And daughter, as if that wasn't enough, he turned around and he burned my eyes out!'
>
> At that instant, I began to cry. The tears were streaming down my cheeks, meeting under my chin. But he cautioned, 'Don't you cry for me now, daughter. Now you listen to me. I want you to promise me one thing. Promise me that you gonna pick up every book you can and you gonna read it from cover to cover. You see, today, daughter, ain't nobody gonna whip you or burn your eyes out because you want to learn to read. Promise me that you gonna go all the way through school, as far as you can. And one more thing, I want you to promise me that you gonna tell all the children my story.'"
>
> — *Tonea Stewart; daughter of a former slave; University professor, Ph.D.; actress. From* Remembering Slavery.

✓SOME THINGS TO CONSIDER

6. How many times have you complained about having to go to school, do your homework, or read another book? Most slaves were not allowed to learn how to read or write. After reading this story, do you feel differently about learning? How?

BEST COPY AVAILABLE

Freedom

When the Civil War started, the North was fighting to preserve the Union, or, keep all the states in one country. On September 22, 1862, Abraham Lincoln wrote the Emancipation Proclamation. This made all of the slaves in the Confederacy free as of January 1, 1863. After 1862, the North fought to end slavery.

The Union Army freed slaves as it marched through the South. But, the four million slaves in the South were not all freed until the Confederacy had surrendered. And, slavery was still legal in the Border States. On December 6, 1865, the Thirteenth Amendment made slavery illegal.

Slaves and former slaves played a big part in the Union victory and the destruction of slavery. They escaped and did all they could do to hurt the Confederate war effort; they worked inside Union lines and helped the Union; and they served in the Union army and navy. The majority of the Union's 200,000 black soldiers and sailors had been slaves. When they enlisted, they were free, and they fought to free their family and friends.

> "You see my dad used to haul grit to the mills all the time, most genally he had to cross the Iowa line, — that was a free state, but no one was worryin' 'bout him gettin' way, cause they trusted him, an' course there was all his family he'd be leavin'.
>
> Well, ... father got wind of it that they was going to send as many of the slaves as they could further south. I reckin 'twas cause they thought 'twould be too easy for most of 'em to get away, if they staid too near the border of the free state line. Well, my father and another one of the slaves on the place, each one of 'em had a horse of his own. So, early one morning they dumped all of us in the wagon. There was my father and mother, and brothers and sisters, an' the other man an' his wife an' family. Well they covered us up just like they would if we was a load of grit to keep it from gettin' wet when it rained. Well, when we got to the state line it was good day light. At the line there was a bunch of rebels standin' 'roun' an' all of 'em knowed father. Father said he got so nervous as he was drivin' through. One of the rebels said, "Nother load of grit, hey, Joe?'
>
> "Yes suh," sed he and on he went.
>
> Well, when the ol' master discovered they had run off

he come over in Iowa, after us but father had gone an' tole the Union men what he'd done, and when the ol' master showed up, they told him he'd better get back cross that line."

— *George Johnson, formerly a slave in Missouri,* Remembering Slavery.

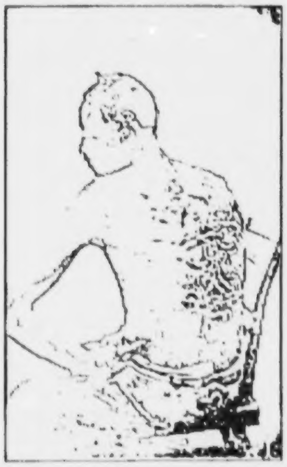
SOME THINGS TO CONSIDER

7. A lot of "kind" slave owners justified slavery because their slaves were fed, clothed, housed, and not treated cruelly. They felt that they were helping the slaves, because they thought slaves couldn't survive on their own. If you asked a slave to choose between staying on the plantation or being free, why would they always choose freedom?

Tempie Cummins, a former slave. Photographed in Jasper, Texas. Courtesy of the Library of Congress, LOT 13262-7 no. 50

"Mother was workin' in the house, and she cooked too. She say she used to hide in the chimney corner and listen to what the white folks say. When freedom was 'clared, marster wouldn't tell 'em, but mother she hear him tellin' mistus that the slaves was free but they didn't know it and he's not gwineter tell 'em till he makes another crop or two. When mother hear that she say she slip out the chimney corner and crack her heels together four times and shouts, 'I's free, I's free.' Then she runs to the field, 'gainst marster's will and tol' all the other slaves and they quit work. Then she run away and in the night she slip into a big ravine near the house and have them bring me to her. Marster, he come out with his gun and shot at mother but she run down the ravine and gits away with me."

— *Tempie Cummins, formerly a slave in Texas,* Remembering Slavery.



"Overseer Artayou Carrier whipped me. I was two months in bed sore from the whipping. My master come after I was whipped, he discharged the overseer." Courtesy of the National Archives, NWDNS-165-JT-230

"Law me, dey heaps of things go on in slave time what won't go on no more, 'cause de bright light come and it ain't dark no more for us black folks."

— *Sarah Ford, formerly a slave in Texas,* Remembering Slavery

Was I happy? Law Miss. You can take anything. No matter how good you treat it – it wants to be free. You can treat it good and feed it good and give it everything it seems to want – but if you open the cage – it's happy."

— *Tom Robinson, formerly a slave in North Carolina and Texas,* Remembering Slavery

GRADE 5

Teacher's Note:

For the next assignment, students will be asked to visit www.iabolish.com. This web site includes a wonderful presentation about Francis Bok, a former slave from Sudan. Mr. Bok's presentation is an eye-opener into the life of today's slaves. Most adults don't even know that slavery still exists today.

However, other areas of the web site are disturbing and should not be viewed by young children. Students should be supervised while visiting this web site. If possible, when using this site for homework, parents should be asked to assist their children.

GRADE 5

Slavery? In Today's World?!

Did you know that slavery still exists today? Although slavery ended in America with the Thirteenth Amendment, the Anti-Slavery Society says there are still at least 27 million slaves worldwide. Most slaves are children.

1. Get on the Internet and go to www.iabolish.com.

2. Watch the opening presentation and when given the option, click on "Slavery Today" in the circle.

3. When the next screen appears, click on "The Slave Experience," which will be found on the left side of your screen.

4. At the bottom of the following screen, click on the name "Francis Bok."

5. Watch the presentation about Francis' life as a slave and how he escaped.

✓SOME THINGS TO CONSIDER

On a separate sheet of paper, write a few sentences about what you learned about Francis Bok *(besides the fact that he's VERY TALL).*

Think. What are two ways you could tell other people about slavery in other countries?

If you're interested in learning more about slavery around the world, you can visit the following web sites. Please get permission from your parents first.

★ Christian Solidarity International www.csi-int.ch/csi/csi-redemp_prog.htm

★ iABOLISH www.iabolish.com

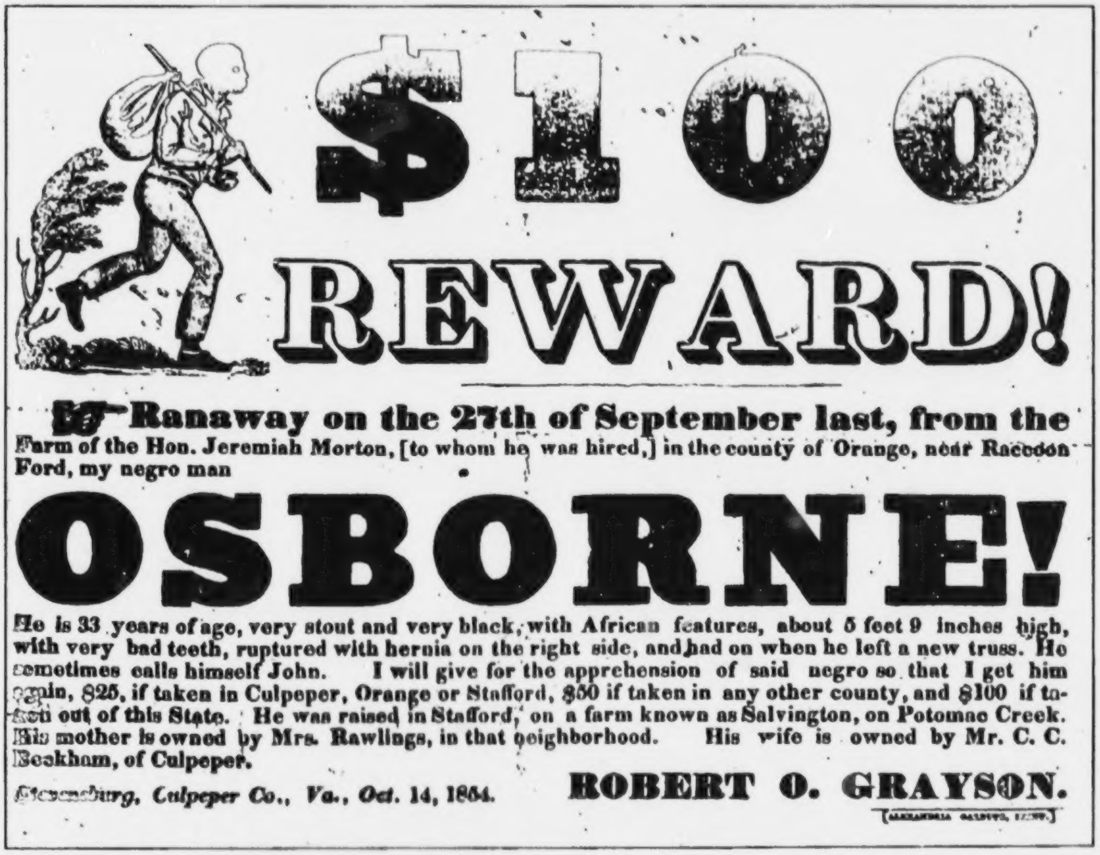
★ Anti-Slavery Society (This group deals with slavery all over the world.) http://anti-slaverysociety.addr.com

GRADE 5

Wanted!

In 1850, the Fugitive Slave law of 1792 was changed so that slaveowners had the right to go anywhere in the US to capture runaway slaves. Police (and everyone else!) were forced to help. In fact, people could be put in jail if they were caught helping runaway slaves!

This is a reward poster for a runaway slave:



$100 REWARD!

☞ **Ranaway on the 27th of September last, from the** Farm of the Hon. Jeremiah Morton, [to whom he was hired,] in the county of Orange, near Racoon Ford, my negro man

OSBORNE!

He is 33 years of age, very stout and very black, with African features, about 5 feet 9 inches high, with very bad teeth, ruptured with hernia on the right side, and had on when he left a new truss. He sometimes calls himself John. I will give for the apprehension of said negro so that I get him again, $25, if taken in Culpeper, Orange or Stafford, $50 if taken in any other county, and $100 if taken out of this State. He was raised in Stafford, on a farm known as Salvington, on Potomac Creek. His mother is owned by Mrs. Rawlings, in that neighborhood. His wife is owned by Mr. C. C. Beckham, of Culpeper.

Stevensburg, Culpeper Co., Va., Oct. 14, 1854. **ROBERT O. GRAYSON.**

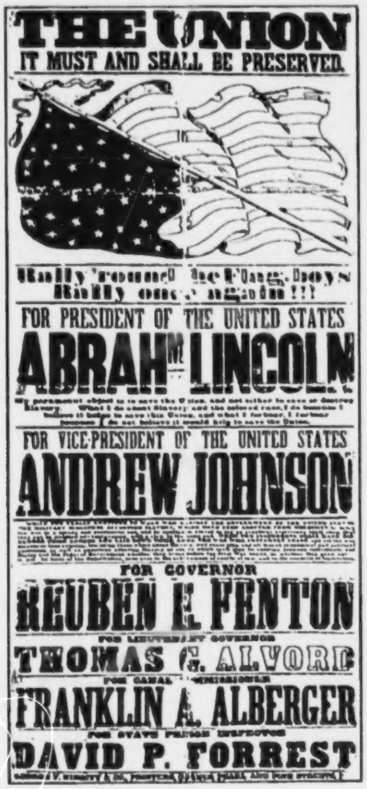
"$100 Reward" poster for runaway slave. Courtesy of the Library of Congress, LC-USZ62-39380

Now – create a reward poster for a slaveowner!

You can think back to the poster showing the North as winning the war, if you need ideas.

Disunion

GRADE 8


THE UNION
IT MUST AND SHALL BE PRESERVED.
Rally 'round the Flag, boys
Rally once again!!!
FOR PRESIDENT OF THE UNITED STATES
ABRAHM LINCOLN
FOR VICE-PRESIDENT OF THE UNITED STATES
ANDREW JOHNSON
FOR GOVERNOR
REUBEN E. FENTON
FOR LIEUTENANT GOVERNOR
THOMAS G. ALVORD
FOR CANAL COMMISSIONER
FRANKLIN A. ALBERGER
FOR STATE PRISON INSPECTOR
DAVID P. FORREST

1864 Lincoln/Johnson Election Poster Broadside. Collection of The New-York Historical Society.

GRADE 8

Disunion: Teacher's Eyes Only

Brainstorming: Start the class by asking the students to tell you what they think caused the Civil War. Write their suggestions on the blackboard. Or, break into small groups and have groups share their ideas with the class. Tally responses on the blackboard. Or, create a web.

Hand out the sheet entitled "Disunion" and ask the students to read it. Inform them that it will help them better understand the causes of the war. When they are done reading, tell the students that they may come up to your desk to get their classroom assignment entitled "Hero or Villain".

For homework, give the students the packet entitled "Lincoln and the Outbreak of War." Ask them to read it and answer the questions.

Disunion

GRADE 8

In 1860, the Union was less than 100 years old, and it was already having problems. More than seventy years after the adoption of the Constitution, a nation founded on principles of liberty and equality still allowed human enslavement and quarreled over the balance between state and federal powers. You see, the North and the South had developed into two very different regions.

The South was an agricultural region with few large cities. The majority of the South's population was involved in the production of cotton and tobacco on plantations. These crops had made the South wealthy, and there had been little need to develop factory industries in this region. The South owned about four million slaves, who were crucial to the plantation system. Most Southerners in 1860 were Democrats and believed in states' rights, which held that the state governments should have more power than the national government.

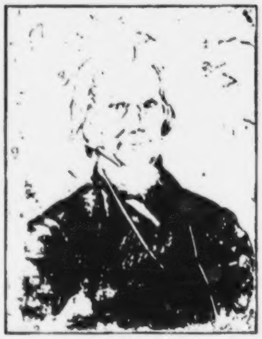
The North was a developing industrial region with lots of cities, small towns, and family farms in the country. Many Northerners in 1860 were Republicans who believed in a strong, central, national government. Slavery was illegal in most of the North, and many Northerners also believed that it was immoral. These feelings led to an almost universal disregard for the Fugitive Slave Law, which angered the South. This law was passed in 1793 and updated in 1850. It required ALL people to help return runaway slaves, and allowed slaveowners to form posses in the North to regain their slaves. It was a hated law, but this did not mean that racism didn't exist in the North. The North sought internal improvements like roads, railroads, and canals sponsored by the federal government, but the South didn't want their taxes to pay for these improvements in the North. The North also wanted a high tariff placed on imported goods to protect Northern manufacturers. This directly hurt the South because they traded their crops for foreign goods.

In the first half of the 1800s, the Union was growing at an enormous rate. The population more than quadrupled in size and the nation's borders pushed westward at a furious pace. Tension arose as the question of whether the new western territories would be slave or free kept cropping up. This question was important primarily from the perspective of the balance of power between the free states and the slaveholding states in the political parties and national government. If a state allowed slaves, it was more likely to tip the balance of power in favor of the Democrats. If it didn't, it would tilt the power in favor of the Republicans. Neither party wanted to upset the balance.

GRADE 8

Countdown to War

"The Confessions of Nat Turner, the Leader of the Late Insurrection in Southampton, Virginia" Courtesy of the Library of Congress, African American Odyssey Collection Digital ID: <bcmisc ody



Henry Clay. Courtesy of The Library Of Congress, LC-USZ62-109953 DLC

1787-1790	United States Constitution Ratified endorsing slavery.
1793	Fugitive Slave Law requires non-slaveholders to return runaway slaves.
1808	Constitutional ban on the slave trade is placed into effect.
1819	Admission of Alabama to the Union creating an equal balance of power in the Senate between free and slave-holding states.
1820	Missouri Compromise – In 1818, Missouri sought admission to the Union as a slave-holding state. After two years of bitter debate, the Missouri Compromise was agreed upon. This compromise admitted Missouri to the Union as a slave state and admitted Maine as a free state to maintain the balance in the Senate. The compromise prohibited slavery north of latitude 36° 30' in the Louisiana Purchase territory, with the exception of Missouri, and allowed it south of that line.
1826	Secretary of State Henry Clay asks Canada for help returning slaves who have escaped there; the Canadian government refuses.
1831	Nat Turner's Rebellion – Nat Turner, a slave, and about 60 other slaves went from plantation to plantation one night in Virginia, murdering whites. They killed over 50 people before the revolt was put down. Nat and many others were executed for their part, or suspected part, in the revolt. Nat Turner's Rebellion struck long-term fear in the hearts of slave owners, engendered new restrictions on slaves, and prompted a debate on the slavery question.
1846	Wilmot Proviso – excluded slavery from most of the territory acquired in the Mexican War. It was approved by the House but rejected in the Senate causing increased hostility between the North and the South.
1850	Compromise of 1850 – Disagreements erupted over whether land acquired from Mexico after the Mexican-American War would be slave or free. The compromise admitted California as a free state, and the inhabitants of the territories of New Mexico, Nevada, Arizona, and Utah would be allowed to decide whether or not to permit slavery in their territories when they applied for statehood. The compromise also included the Fugitive Slave Act, which denied captured blacks any legal power to prove their freedom and required U.S. Marshals and deputies to help slave owners capture their property and fining them $1000 if they refused. Lastly, the compromise ended the slave trade in the District of Columbia.
1852	Harriett Beecher Stowe's *Uncle Tom's Cabin* published in response to the Fugitive Slave Act of 1850. Within two years, it had sold two million copies worldwide. After the Bible, *Uncle Tom's Cabin* was the biggest seller of the 19th century. Stowe's arguments against slavery had little to do with racial equality; her arguments centered on religion and the sanctity of motherhood and family. These, she felt, were the arguments most likely to affect public opinion in the

North. President Lincoln read *Uncle Tom's Cabin* before announcing the Emancipation Proclamation in 1862, and when he met Stowe, he exclaimed, "So this is the little woman who started this great war!"

1854 Kansas-Nebraska Act – repealed the Missouri Compromise, allowing settlers in the territories of Kansas and Nebraska to decide whether they would allow slavery within their borders when they applied for statehood. The Kansas-Nebraska Act split the Democratic Party and virtually destroyed the Whig Party. The northern Whigs joined the antislavery Democrats to form the Republican Party.

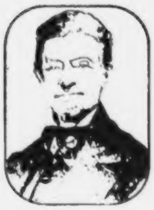
1856 "Bleeding Kansas" - Disagreements over slavery led to violence between the settlers.

1857 Dred Scott vs. Sanford – Dred Scott, a slave, sued for his freedom on the grounds that since his master had taken him to live in free territories, he should be free. The controversial decision of the Supreme Court of the United States stated that no slave or descendant of a slave could be a U.S. citizen. As a non-citizen and a slave viewed as property, Scott was not entitled to file suit. The court also ruled that Congress had no power to exclude slavery from the territories, therefore, the Missouri Compromise and other legislation limiting slavery were unconstitutional.

Panic of 1857 – an economic depression was sparked when a ship carrying two million dollars of California gold sank.

1858 Lincoln-Douglas Debates – Debates between Abraham Lincoln and Stephen Douglas, sponsor of the Kansas-Nebraska Act, over slavery. The debates forged Lincoln into a prominent national figure and solidified his Republican Party's anti-slavery platform.

1859 John Brown and his abolitionist followers, who had previously killed pro-slavery settlers in Kansas, seized the U.S. Armory and Arsenal and Hall's Rifle Works at Harpers Ferry hoping to spark a slave uprising. Their undertaking was unsuccessful, and Brown and many of his accomplices were captured, tried, found guilty of murder, treason, and inciting slaves to rebellion. They were hanged. Although both Southerners and Northerners condemned John Brown's actions, Northern abolitionists viewed Brown as a martyr and many Southerners viewed the raid as a Northern plot to incite a servile insurrection.



John Brown, the abolitionist, was hung for his raids on December 2, 1859. Courtesy of the National Archives, NWDNS-111-SC-101021

1860 Presidential Election – Abraham Lincoln was elected by only 40% of the popular vote. His vice-president was Hannibal Hamlin. When he won the election, it was the last straw for the Southerners. He was a member of the Republican Party, which wanted to ban slavery in the territories. The Southerners were afraid that Lincoln would also try to abolish slavery nationwide.

November 6: Slave states call conventions to consider secession.

December 20: Secession of South Carolina

Secession of several states

- **January 9**: Mississippi
- **January 10**: Florida *1861*
- **January 11**: Alabama
- **January 19**: Georgia
- **January 26**: Louisiana
- **February 1**: Texas

February 4:Convention of seceded states in Montgomery, Alabama to draft a Provisional Constitution for the Confederacy.

February 4: Conference of the states (representatives of 7 slave and 14 free states were present) in Washington, D.C. in an attempt to save the Union. An amendment was passed stating that Congress could never interfere with slavery in the states but was not ratified by the necessary number of states.

February 8: Constitution of Confederate States of America adopted. The CSA Constitution was very similar to the U.S. Constitution, but it also strengthened the rights of slaveholders.

February 9: C.S.A. elects Jefferson Davis provisional president and Alexander H. Stephens provisional vice president.

Jefferson Davis, President of the CSA.
Courtesy of the National archives, NWDNS-111-B-5158

February 18: Inauguration of Jefferson Davis.

March 4: Inauguration of Abraham Lincoln as President of the United States: "In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war... You have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to 'preserve, protect, and defend' it." *Lincoln's First Inaugural Address*

April 12: At 4:30 a.m., the Civil War begins with the Confederates firing on Union held Forth Sumter (South Carolina). "Our Southern brethren have done grievously wrong, they have rebelled and have attacked their father's house and their loyal brothers. They must be punished and brought back, but this necessity breaks my heart." – *Major Robert Anderson, commanding officer at Fort Sumter*

April 13: Fort Sumter surrenders.

April 15: Lincoln calls for 75,000 troops to fight for the Union for 90 days. This alarmed slaveholding states that had not necessarily planned to secede. It showed a threat of federal force against states conducting themselves legally. It prompted additional states to join the Confederacy in protest of what they perceived to be an abuse of Federal power.

April 17: Secession of Virginia

May 6: Secession of Arkansas

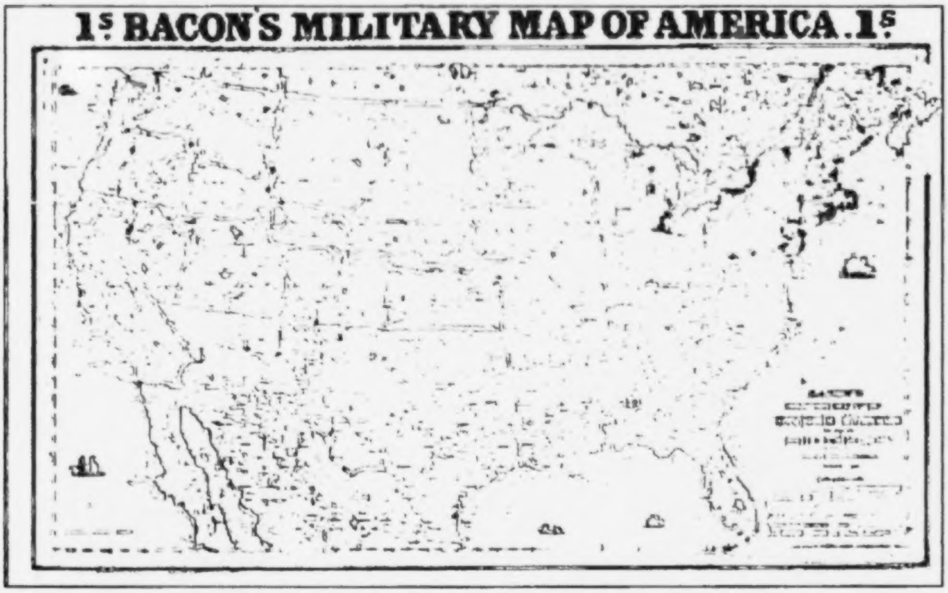
May 7: Secession of Tennessee

May 20: Secession of North Carolina

Secession, 1860-1861

GRADE 8

This map depicts the states that gave allegiance to the Confederacy versus those who remained loyal to the Union. Courtesy of the Library of Congress.



Bacon's Military map of the United States showing forts and fortifications marked by small flags. "Free or non-slaveholding states" are colored green, "border slave states" are yellow, and "seceded or Confederate States" are pink. Description derived from published bibliography (Bacon and Company, London 1862). Courtesy of the Library of Congress. G3701.S5 1862. B3 CW 24

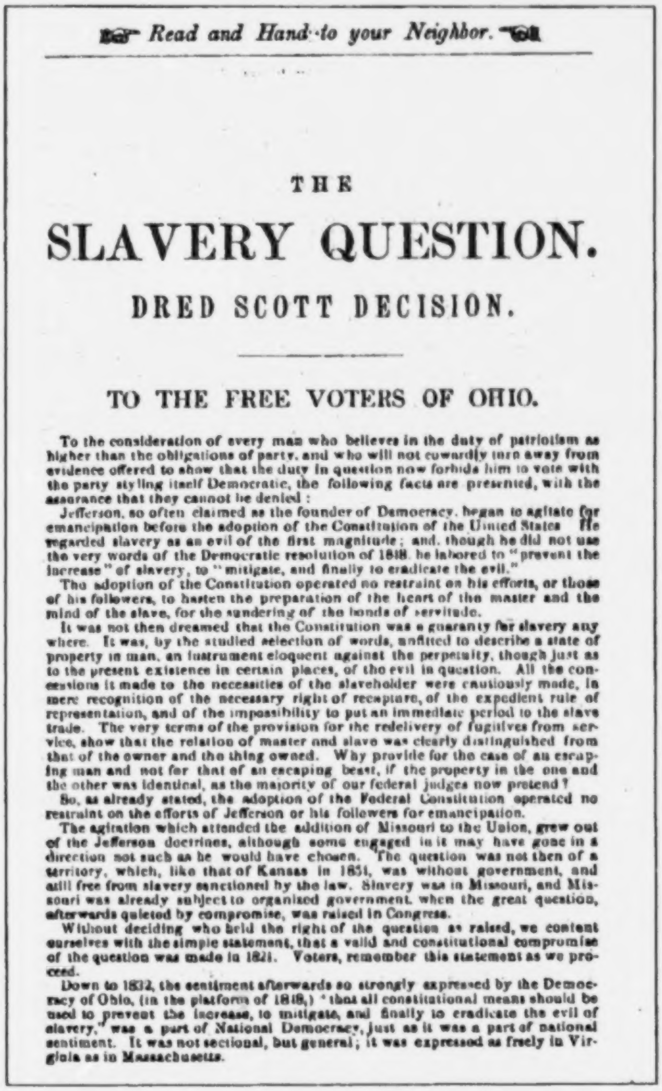
Disunion

Although there were many causes of the Civil War, some of which are mentioned in the timeline, the primary causes were slavery and states' rights, which were intertwined. Slavery was certainly the right of the Southern states that they most wanted to protect.

Slavery was an investment for Southerners. Not all Southerners owned slaves, but they all lived in a society dependent on slavery. Poor whites feared that if the slaves were set free, many of them would be competing for the same jobs. Also, Southerners were very concerned that if the slaves were freed, there would be a race war, with bloodshed. They were also worried about miscegenation (race mixing, intermarriage, sexual relations between blacks and whites) and forced racial equality, both socially and politically. These fears certainly applied to most Southerners, slaveholding or not.

Keep in mind that racial prejudice was a huge problem in the North, as well. Most white Northerners were also concerned about miscegenation, competition for jobs, and social and political equality. However, because fewer blacks lived in the North, they were not as closely involved.

The issue of states' rights goes back to the formation of the United States Constitution, which stated that all powers not specifically given to the Federal government belonged to the individual states. The Constitution mentioned slavery several times, which Southerners understood to be a protection of this institution. Slaves were not considered people, but property. Why, they asked, did the Federal government have the right to tell them what to do with their property? In addition, there was nothing in the Constitution that told the states that they couldn't leave the Union. Why, they asked, did the Federal government have the right to raise troops to keep the states from leaving? Many Southern state governments considered the Constitution to be a "compact" – this meant that if one party didn't honor the principles of the agreement, the other parties could consider it void and leave the Union.



☞ *Read and Hand to your Neighbor.* ☜

THE

SLAVERY QUESTION.

DRED SCOTT DECISION.

TO THE FREE VOTERS OF OHIO.

To the consideration of every man who believes in the duty of patriotism as higher than the obligations of party, and who will not cowardly turn away from evidence offered to show that the duty in question now forbids him to vote with the party styling itself Democratic, the following facts are presented, with the assurance that they cannot be denied:

Jefferson, so often claimed as the founder of Democracy, began to agitate for emancipation before the adoption of the Constitution of the United States. He regarded slavery as an evil of the first magnitude; and, though he did not use the very words of the Democratic resolution of 1818, he labored to "prevent the increase" of slavery, to "mitigate, and finally to eradicate the evil."

The adoption of the Constitution operated no restraint on his efforts, or those of his followers, to hasten the preparation of the heart of the master and the mind of the slave, for the sundering of the bonds of servitude.

It was not then dreamed that the Constitution was a guaranty for slavery any where. It was, by the studied selection of words, unfitted to describe a state of property in man, an instrument eloquent against the perpetuity, though just as to the present existence in certain places, of the evil in question. All the concessions it made to the necessities of the slaveholder were cautiously made, in mere recognition of the necessary right of recapture, of the expedient rule of representation, and of the impossibility to put an immediate period to the slave trade. The very terms of the provision for the redelivery of fugitives from service, show that the relation of master and slave was clearly distinguished from that of the owner and the thing owned. Why provide for the case of an escaping man and not for that of an escaping beast, if the property in the one and the other was identical, as the majority of our federal judges now pretend?

So, as already stated, the adoption of the Federal Constitution operated no restraint on the efforts of Jefferson or his followers for emancipation.

The agitation which attended the addition of Missouri to the Union, grew out of the Jefferson doctrines, although some engaged in it may have gone in a direction not such as he would have chosen. The question was not then of a territory, which, like that of Kansas in 1851, was without government, and still free from slavery sanctioned by the law. Slavery was in Missouri, and Missouri was already subject to organized government when the great question, afterwards quieted by compromise, was raised in Congress.

Without deciding who held the right of the question as raised, we content ourselves with the simple statement, that a valid and constitutional compromise of the question was made in 1821. Voters, remember this statement as we proceed.

Down to 1832, the sentiment afterwards so strongly expressed by the Democracy of Ohio, (in the platform of 1818,) "that all constitutional means should be used to prevent the increase, to mitigate, and finally to eradicate the evil of slavery," was a part of National Democracy, just as it was a part of national sentiment. It was not sectional, but general; it was expressed as freely in Virginia as in Massachusetts.

"The Slavery Question. Dred Scott Decision: To the free voters of Ohio." Courtesy of the Library of Congress, African American Pamphlet Collection, Digital ID: rbaapc 26400

Name: ______________________

Date: ______________________

GRADE 8

Hero or Villain

In the timeline, you read about Nat Turner's Rebellion in 1831 and John Brown's Raid in 1859. (You may need to review the brief explanations of these events in the timeline.) Opinions of Nat Turner and John Brown varied widely. Some people considered them heroes; others saw them as villains. Answer the following questions:

1. What were Nat Turner and John Brown fighting for? Was this a good cause or a bad cause? Why?

2. Does working for a good cause always make someone a hero? Why or why not?

3. Who is one of your heroes? Why?

4. What makes someone a villain? Name someone in history whom you consider a villain. Explain your choice.

5. Do you think Nat Turner and John Brown were heroes or villains? Why? Did their goals make their methods appropriate? Why or why not?

6. Can someone support a "good" cause but fight for it in a "bad" way? Give an example using a controversial issue facing our country today. What would have been a better way of bringing about change in your example?

GRADE 8

Cast of Characters

Use this sheet as you read to identify who is speaking or writing.

Speaker	USA/CSA	Position
Major Anderson	USA	Commanding Officer at US-held Fort Sumter
J.B. Baldwin	CSA	Part of Virginia secession delegation; Virginia house of Delegates
Edward Bates	USA	Attorney General Member of Lincoln's Cabinet
Brig. Gen. P.G.T. Beauregard	CSA	Confederate Army
Montgomery Blair	USA	Postmaster-General Member of Lincoln's Cabinet
Orville Browning	USA	Friend of Lincoln; US Senator from Illinois
Simon Cameron	USA	Secretary of War Member of Lincoln's Cabinet
Salmon P. Chase	USA	Secretary of the Treasury; member of Lincoln's Cabinet
Col. James Chesnut, Jr.	CSA	Aide-de-camp to General Beauregard
Samuel Crawford	CSA	Kansas State House of Representatives; general during the War
John J. Crittenden	CSA	Kentucky senator who kept legislature in the Union; authored the Crittenden Compromise, which, if passed, would have restored the Missouri Compromise
Capt. Gustavus Fox	USA	US Navy
John Hay	USA	Lincoln's personal secretary
Capt. Stephen D. Lee	CSA	Aide-de-camp to Brigadier-General Beauregard
Abraham Lincoln	USA	President
C.S. Morehead	CSA	Kentucky Governor; former Senator
Governor Pickens	CSA	South Carolina Governor
Lt. Gen. Winfield Scott	USA	General-in-Chief of the US Army
William Seward	USA	Secretary of State; member of Lincoln's Cabinet
Caleb Smith	USA	Secretary of the Interior; member of Lincoln's Cabinet
G.W. Summers	CSA	Part of Virginia secession delegation; Virginia State Legislature; former US Representative
James Totten	USA	Captain of 2nd US Artillery
Gideon Welles	USA	Secretary of the Navy; member of Lincoln's Cabinet

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Lincoln and the Outbreak of War

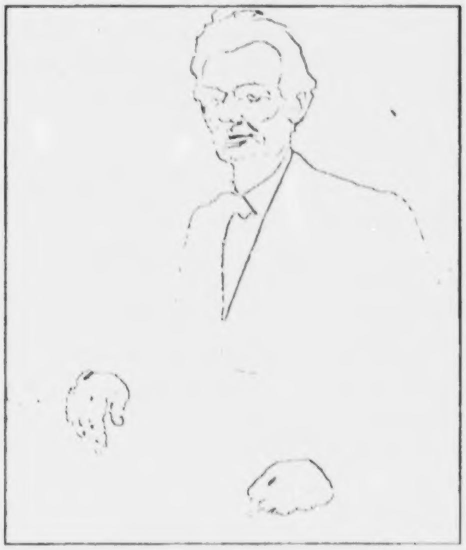
GRADE 8

Background:

✓ SOME THINGS TO CONSIDER

When you read the following documents, it may help to take notes in the margins.

In March 1861, when Abraham Lincoln assumed the role of President, the United States faced the worst crisis in its history. Several states regarded themselves as separate from the Union, exempt from Federal laws and jurisdiction. The President regarded them as members of the union and subject to Federal law. Three months before this, South Carolina had adopted an Ordinance of Secession, and Georgia, Florida, Alabama, Mississippi, Louisiana, and Texas followed her lead in January and February. These newly seceded states formed themselves into a Southern union, the Confederate States of America, with an independent government and capital at Montgomery, Alabama. In eight other slave states — Delaware, Maryland, Virginia, North Carolina, Kentucky, Tennessee, Missouri, and Arkansas — prevailing opinion opposed secession, but insisted that any state had a right to secede if it so desired. By summer, four of these states broke away from the Union and joined the Confederacy.



From *Battles and Leaders* / Abraham Lincoln.

By the day of Lincoln's Inaugural, the seven states in the new Confederacy had seized Federal property including most of the forts and arsenals in the territory of the Confederacy. Two of these forts, which lay offshore, had not been seized - Fort Sumter in Charleston Harbor, and Fort Pickens in Pensacola Harbor. Both of these forts, however, were in a state of siege. Men and supplies were not allowed to pass in or out of the forts except with permission of Confederate officials. The Confederate army positioned troops near both forts to keep a watchful eye on the Union troops still occupying the forts. Artillery fire had already driven back a vessel which had sought to bring supplies to Fort Sumter. These two forts presented a critical problem to both the Federal and Confederate governments. The presence of Federal troops seemed a threat of coercion to the Confederacy and the efforts of the Confederates to expel union forces from the forts seemed like an act of treason against the United States. Six weeks after Lincoln's Inaugural, when the Confederate army bombarded Fort Sumter and President Lincoln immediately deployed 75,000 troops, war became a certainty.

An important question about Lincoln's role in the outbreak of war is presented to eager young historians. Did Lincoln plan for a war between the states during his first six weeks in office or was war thrust upon the new President and he merely responded to events? Clearly, deep sectional divisions existed between the North and South before Lincoln became President. Differences of opinion about slavery and state rights created tension between the North and South. These divisions and tensions did not have to erupt into an inevitable war, however. War crises have often existed without causing wars. The important question to be answered after examining the following documents is: *What role did Lincoln's actions and aims as President during his first six weeks in office play in the outbreak of the Civil War?*

GRADE 8

Document #1

Excerpts from Lincoln's Inaugural Address, March 4, 1861.

It follows from these views that no State, upon its own mere motion, can lawfully get out of the Union, – that resolves and ordinances to that effect are legally void, and that acts of violence, within any State or States, against the authority of the United States, are insurrectionary or revolutionary, according to circumstances.

I therefore consider that in view of the Constitution and the laws, the Union is unbroken; and to the extent of my ability I shall take care, as the Constitution itself expressly enjoins upon me, that the laws of the Union be faithfully executed in all the States. Doing this I deem to be only a simple duty on my part; and I shall perform it, so far as practicable, unless my rightful masters, the American people, shall withhold the requisite means, or, in some authoritative manner, direct the contrary. I trust this will not be regarded as a menace, but only as the declared purpose of the Union that it will constitutionally defend and maintain itself.

In doing this, there needs to be no bloodshed or violence; and there shall be none, unless it be forced upon the national authority. The power confided in me will be used to hold, occupy, and possess the property and places belonging to the government, and to collect the duties and imposts; but beyond what may be necessary for these objects, there will be no invasion — no using of force against or among the people anywhere. Where hostility to the United States, in any interior locality, shall be so great and so universal as to prevent competent resident citizens from holding the Federal offices, there will be no attempt to force obnoxious strangers among the people for that object. While the strict legal right may exist in the government to enforce the exercise of these offices, the attempt to do so would be so irritating, and so nearly impracticable with all, that I deem it better to forgo, for the time, the uses of such offices...

I have no purposes directly or indirectly to interfere with... slavery in the states where it exists...

In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict, without being yourselves the aggressors. You can have no oath registered in Heaven to destroy the government, while I have the most solemn one to "preserve, protect, and defend" it....

✓SOME THINGS TO CONSIDER

Consider what Lincoln announced he would do about Southern efforts to occupy Federal forts.

Document #2

The original draft of Lincoln's Inaugural Address included this passage in the third paragraph above. After consulting with cabinet advisors, Willliam Seward and Orville Browning, it was dropped from the final draft.

All the power at my disposal will be used to reclaim the public property and places which have fallen; to hold, occupy, and possess there and all other property and places belonging to the Government, and to collect the duties and imposts; but beyond what may be necessary for these objects, there will be no invasion of any State....

Editorial Note: Lincoln sought the advice of his cabinet members about what course of action the Federal government should take with regard to the Confederate attempts to gain control of Fort Sumter. Five of the six cabinet members advised the President to call for an evacuation of the fort in the hopes South Carolina and the other rebelling states would re-join the Union after a cooling off period. Lincoln's advisors thought this course of action would reassure the other slave states still connected with the Union that the Federal government was not going to interfere with the status of slavery within their borders.

Document #3

GRADE 8

Excerpts from the diary of George Templeton Strong, northern journalist.

March 11, Monday. Today's great news is that the government contemplates withdrawing Major Anderson and his command from Fort Sumter! It is said that they can not maintain themselves there without supplies more than twenty or thirty days longer, and that the batteries in Charleston Harbor are now (thanks to old Buchanan's imbecility or treason) so strong that supplies and reinforcements cannot be thrown in without some 10,000 men and a strong naval force. We have not got the men or the ships, and they cannot be got for months. What is to be done. Withdrawal, surrender, "calm, dishonorable, vile submission," surrender of Fort Sumter is inevitable.

The surrender may do good at the South, possibly... But it will stir up corresponding exasperation at the North.... I recognize it as a stern necessity, but as a deep humiliation withal...

The political entity known as the United States of America is found out...

The bird of our country is a debilitated chicken, disguised in eagle feathers.

We have never been a nation; we are only an aggregate of communities, ready to fall apart at the first serious shock....

Editorial Note: A delegation of Confederate Commissioners sought official recognition from and direct meetings with Federal officials in Washington D. C. during the Fort Sumter Crisis. Secretary of State, William Seward, communicated indirectly with the Southern delegation in an effort to maintain communications, but avoided giving them official recognition.

Document #4

Letter from Montgomery Blair, Lincoln's Post-Master General, to Samuel Crawford, May 6, 1882. He is describing an incident that occurred at the White House on the evening of March 28, 1861, following a Cabinet dinner.

General Scott, in the belief that the surrender of Fort Sumter had been determined upon, wrote to the President that it was necessary to surrender Fort Pickens also.

This letter was written on the day fixed for the final action on the question, whether Sumter should be surrendered. But contrary to the President's previous intention, he did not decide the question at the Cabinet meeting that day. After dinner the President called the members out of the room where he had dined with them, and in an agitated manner read Scott's letter, which he seemed just to have received. An oppressive silence followed. At last I said, "Mr. President you can now see that General Scott, in advising the surrender of Fort Sumter, is playing the part of a politician, not of a general, for as no one pretends that there is any military necessity for the surrender of Fort Pickens, which he now says it is equally necessary to surrender, it is believed that he is governed by political reasons in both recommendations."

No answer could be made to this point, and the President saw that he was misled, and immediately ordered the reinforcement of Fort Sumter.... It is impossible to exaggerate the importance and merit of this act.... It was [undertaken] by Lincoln with only the support of a single member of the Cabinet and he represented no State, and was the youngest and least distinguished member [Blair himself]; and he was opposed by all the others, who were the leaders of the Republican Party and the representative men of the great Republican States. Lincoln himself was inexperienced, and those who opposed the stand he took had not only great experience in public affairs, but they were regarded by Lincoln himself as his superiors. [He resolved] to stand by his convictions....

Editorial Note: Lincoln polled his Cabinet on March 29, and found only two members, Seward and Smith, who favored evacuation of Fort Sumter.

GRADE 8

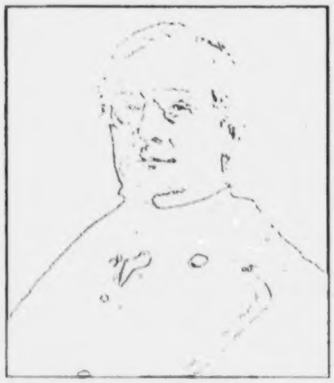
Document #5

Letter from Lincoln to Major Anderson, dated April 4, sent by regular mail, and arrived at Fort Sumter April 7.

Sir: Your letter of the 1st instant occasions some anxiety to the President. On the information of Captain Fox, he had supposed you could hold out till the 15th instant without any great inconvenience, and had prepared an expedition to relieve you before that period.

Hoping still that you will be able to sustain yourself till the 11th or 12th instant, the expedition will go forward, and, finding your flag flying, will attempt to provision you, and in case the effort is resisted, will endeavor also to reinforce you.

You will therefore hold out, if possible, till the arrival of the expedition.



From Battles and Leaders I *Major Anderson.*

It is not, however, the intention of the President to subject your command to any danger or hardship beyond what, in your judgment, would be usual in military life; and he has entire confidence that you will act as becomes a patriot and a soldier under all circumstances.

Whenever, if at all, in your judgment, to save yourself and command, a capitulation becomes a necessity, you are authorized to make it.

Document #6

Report of Capt. Gustavus Fox, on his mission as commander of the Sumter Expedition.

On the 30th of March the President sent me to New York with verbal instructions to prepare for the voyage, but to make no binding engagements....

On the 2nd of April I had not received the written authority which I expected from the Government; therefore I returned to Washington.

Delays which belong to the secret history of this period prevented a decision until the afternoon of the 4th of April, when the President sent for me and said that he had decided to let the expedition go, and that a messenger from himself would be sent to the authorities of Charleston before I could possibly get there, to notify them that no troops would be thrown into Sumter if provisions were allowed peacefully to be sent to the garrison. I mentioned to the President that by the time I should arrive at New York I would have but nine days in which to charter and provision the vessels and reach the destined point, 632 miles distant.

He answered that I should best fulfill my duty to my country to make the attempt....

[Four ships set sail for Fort Sumter]

Soon after leaving Sandy Hook a heavy gale of wind set in, which continued during the whole passage. At 3 a.m. of the 12th we reached the rendezvous off Charleston and communicated with the *Harriet Lane*, the only vessel which had arrived.... As we neared the land heavy guns were heard and the smoke and shells from the batteries which had just opened fire upon Sumter were distinctly visible....

BEST COPY AVAILABLE

Document #7

Letter from General Beauregard, C.S.A., to Major Anderson, April 11.

SIR: The Government of the Confederate States has hitherto forborne from any hostile demonstrations against Fort Sumter, in the hope that the Government of the United States... to avert the calamity of war, would voluntarily evacuate it.

There was reason at one time to believe that such would be the course pursued by the Government of the United States, and under the impression my Government has refrained from making any demands for the surrender of the fort. But the Confederate States can no longer delay....

I am ordered by the Government of the Confederate States to demand the evacuation of Fort Sumter. My aides, Colonel Chesnut and Captain Lee, are authorized to make such demand of you. All proper facilities will be afforded for the removal of yourself and command, together with company arms and property, and all private property, to any post in the United States which you may select. The flag which you have upheld so long and with so much fortitude, under the most trying circumstances, may be saluted by you on taking it down.

Colonel Chesnut and Captain Lee will, for a reasonable time, await your answer. I am, sir, very respectfully, your obedient servant.

P. G. T. BEAUREGARD

Document #8

Major Anderson to General Beauregard, April 11.

General: I have the honor to acknowledge the receipt of your communication demanding the evacuation of this fort, and to say, in reply thereto, that it is a demand with which I regret my sense of honor, and of my obligations to my Government, prevent my compliance. Thanking you for the fair, manly, and courteous terms proposed, and for the high compliment paid me.

I am, General, very respectfully, your obedient servant,

ROBERT ANDERSON

Document # 9

Second letter from Beauregard to Anderson, April 11.

Major: In consequence of the verbal observation made by you to my aides, Messrs. Chesnut and Lee, in relation to the condition of your supplies, and that you would in a few days be starved out if our guns did not batter you to pieces, or words to that effect, and desiring no useless effusion of blood, I communicated both the verbal observations and your written answer to my communications to my Government.

If you will state the time at which you will evacuate Fort Sumter, and agree that in the mean time you will not use your guns against us unless ours shall be employed against Fort Sumter, we will abstain from opening fire upon you. Colonel Chesnut and Captain Lee are authorized by me to enter into such an agreement with you. You are, therefore, requested to communicate to them an open answer.

I remain, Major, very respectfully, your obedient servant,

G. T. BEAUREGARD

Document #10

Anderson to Beauregard, April 12, between 1 and 2 a. m.

General: I have the honor to acknowledge the receipt by Colonel Chesnut of your second communication of the 11th instant, and to state in reply that, cordially uniting with you the desire to avoid the useless effusion of blood, I will, if provided with the proper and necessary means of transportation, evacuate Fort Sumter by noon on the 15th instant, and that I will not in the meantime open my fires upon your forces unless compelled to do so by some hostile act against this fort or the flag of my Government by the forces under your command, or by some portion of them, or by the perpetration of some act showing hostile intention on your part against this fort or the flag it bears, should I not receive prior to that time controlling instructions from my Government of additional supplies.

I am, General, very respectfully, your obedient servant,

ROBERT ANDERSON

Document # 11

Letter from James Chesnut, Jr., and Stephen D. Lee, aides to General Beauregard, to Major Anderson. Written at Fort Sumter, 3:20 a.m., April 12, 1861.

Sir: By authority of Brigadier - General Beauregard, commanding the Provisional Forces of the Confederate States, we have the honor to notify you that he will open fire of his batteries on Fort Sumter in one hour from this time.

We have the honor to be, very respectfully, your obedient servants,

JAMES CHESNUT, JR., Aide-de-Camp. STEPHEN D. LEE, Captain, C. S. Army

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Document #12

Excerpt from the diary of Orville H. Browning, United States Senator from Illinois and a friend of Lincoln. Entry is for July 3, 1861. Browning spent that evening with Lincoln at the White House.

He told me that the very first thing placed in his hands after his inauguration was a letter from Major Anderson announcing the impossibility of defending or relieving Sumter. That he called the cabinet together and consulted General Scott - that Scott concurred with Anderson, and the cabinet, with the exception of P. M. Gen. Blair were for evacuating the Fort, and all the troubles and anxieties of his life had not equaled those which intervened between this time and the fall of Sumter. He himself conceived the idea, and proposed sending supplies, without an attempt to reinforce, giving notice of the fact to Gov. Pickens of S.C. The plan succeeded. They attacked Sumter – it fell, and thus, did more service than it otherwise could.

Document #13

GRADE 8

...The forts remaining in the possession of the Federal Government in and near these States were either besieged or menaced by warlike preparations, and especially Fort Sumter was nearly surrounded by well-protected hostile batteries with guns equal in quality to the best of its own, and outnumbering the latter as perhaps ten to one ... simultaneously, and in connection with all this, the purpose to sever the Federal Union was openly avowed ... and this illegal organization in the character of confederate States, was already invoking recognition, aid, and intervention, from foreign powers.

...It was thus seen that the assault upon and reduction of Fort Sumter was in no sense a matter of self-defense on the part of the assailants. They well knew that the garrison in the Fort could by no possibility commit aggression upon them. They knew - they were expressly notified - that the giving of bread to the few brave and hungry men of the garrison was all which would on that occasion be attempted, unless themselves, by resisting so much, should provoke more. They knew that this Government desired to keep the garrison in Fort, not to assail them , but merely to maintain visible possession and thus to preserve the Union from actual and immediate dissolution - trusting, as herein-before stated, to time, discussion, and the ballot-box, for final adjustment; and they assailed and reduced the Fort for precisely the reverse object - to drive out the visible authority of the Federal Union and thus force it to immediate dissolution ....

Then and thereby the assailants of the Government began the conflict of arms.

...So viewing the issue, no choice was left but to call out the war power of the Government; and so to resist force employed for its destruction, by force for its preservation.

Excerpt from Lincoln's Message to Congress, called into Special Session to deal with the war, July 4, 1861. One of the purposes of the Message was to review the action taken by the administration during the crisis.

SOME THINGS TO CONSIDER

What role did Lincoln's actions and aims as President during his first six weeks in office play in the outbreak of the Civil War?

CWPT Note

What do you think? Who started the Civil War? Defend your position with material from the above documents.

GRADE 8

Slavery: Teacher's Eyes Only

This lesson is meant for a mature class. You may want to send a letter to parents, in advance, explaining what you will be doing and what you hope the students will learn.

Tell the students that today they will be learning about slavery during the Civil War. Explain to them that in order for them to get just a small taste of what it was like to be a slave, they are going to role-play throughout the class period. Tell them that you are randomly going to pick a certain characteristic (green eyes, brown hair, color of clothing, etc.) and everyone with that characteristic is going to be a slave for the class period. If they think this isn't fair, they need to remember that blacks were made slaves based on a physical characteristic ... the color of their skin; that certainly wasn't fair. The remaining students will be slave owners. Next, explain the rules of the game.

Rules

(You might want to print out a copy of the rules for the students or have them already written on the blackboard.)

★ Slaves must sit on the floor at all times at the front of the classroom.
★ Slave owners may sit in the back of the classroom.
★ Slaves will not be able to sit by their friends or talk to anyone around them.
★ Slave owners may sit next to their friends and talk to them about the assignment.
★ Slaves will distribute today's class assignment to the slave owners, pick up today's assignment from the slave owners, and distribute homework to the slave owners.
★ Slaves will pass out a treat from the teacher to the slave owners. (Teachers: This means some type of food you buy or bake and, of course, no treats for the slaves.)
★ Slaves will use the assignment turn-in tray that is marked "Slaves," for their assignments, and they will put the slave owners' assignments in the tray marked "Slave Owners." Slaves will use the Kleenex box, the pencil sharpener, and the trashcan that is marked "Slaves" unless they are sharpening a pencil or throwing away trash for a slave owner.
★ Slave owners will use the Kleenex box that is marked "Slave Owners." (Teachers, this means that you must come up with two of everything and make labels.)
★ Each slave owner may ask a slave to sharpen his or her pencil or throw away his or her trash once during class. (You may not call on the same slave twice.)
! There will be absolutely NO name-calling or any derogatory/racial statements.
! There will be absolutely NO physical contact between slaves and slave owners.

Lastly, emphasize that this is just a way to gain a tiny glimpse into the feelings of slaves, and that the role-play ENDS at the end of the period. Students that portray slaves shouldn't leave the classroom feeling bad about themselves, but understand that any feelings they have are only a very small example of what slaves were made to feel throughout their lives.

Pick the slaves, let all the students move to their appropriate places in the classroom, and implement the rules of the game throughout the period.

Explain to the students that because slaves weren't allowed to go to school and weren't allowed to read or write, the words of slaves that they will be reading later on will often sound funny and be spelled wrong. Inform them that when they are reading, the best way to understand the words is not to pay attention to the incorrect spelling but to read the words the way they sound. Also mention that the interviews they will be reading contain words like "boy," "darkies," "nigger," "negro," and "colored," which are inappropriate and considered racial slurs today. Explain to them that they are reading the words of slaves from a long time ago and at that time, those words were either accepted or used negatively by slave owners. Stress the fact that these are now considered bad words, and you don't want any of the students using them in their conversations.

Have the slaves hand out the slavery packets and ask the students to read them. Inform the students that they should keep the "Terms" list handy as they read through the interviews to help them understand unfamiliar words. Also, tell the students that within the packet, there are seven questions that the students need to answer on a separate sheet of paper to turn in today.

Answers:

1. The church is made up of the people in the community, and these people either had slaves or supported the institution, so it makes sense that the policies of the church supported slavery. They used the church to justify what they did because if the church sanctions slavery, it seems as if "right" is on their side. They generally believed that God created blacks to be slaves...that blacks couldn't support themselves. Therefore, by owning slaves and "taking care of them," they were actually doing them a favor.

2. We are told that Tempie's new husband had to go home the day after they were married because he belonged to someone else. Even though some slave owners might have been "kind," they still owned people that should have been free, and those slaves were at the whim of their masters.

3. Opinion/personal

4. Opinion/personal

5. Henry had been a slave, and that isn't something he'd want to thank the Major for, and we certainly wouldn't expect Henry to *honor* the Major. The Major was afraid because some slaves had returned after escaping to kill their masters and probably, deep down, he felt guilty. He wasn't expecting the forgiveness and undeserved kindness that Henry showed; that shocked him. (2nd part of the question is opinion/personal)

6. Faulk's disease was racism. Although he had good intentions, racism was still a part of him, and he didn't even realize it. He talked as if he, the "superior" one, had the power to decide what blacks could and couldn't have.

Make sure that you end class with enough time for the students role-playing as slaves to collect the slave owner class work and turn it in with their own, and for the slaves to pass out the homework assignment, which is entitled "Racism Today."

Answers (Racism Today):

3. One idea that they may not think of that you might want to mention is for Southerners to use the Confederate national flag, which has less negative connotations.

EXTREME TEACHING

Contact a local farmer who grows cotton or another labor-intensive crop. Ask if you can bring your students out to help in the field. Explain your purposes to the owner, and have him or her tell the students what to do. Let the students work for an hour or so. This experience will be a powerful tool because the students will realize how hard it is and how tired they are. After they're through, remind the students that slaves were up before sunup and didn't stop working until after the sun went down – in all kinds of weather.

Terms

awry – in the sense in this text, things went "wrong"
auction – where they sold slaves
batchelor – a man that isn't married
big wid chile an' gittin' near her time – pregnant and about ready to have the baby
blockading – a barrier so ships can't get through
breedin' woman – a woman that can have children
buzzards – birds that eat dead animals
cat-o'-nine-tails – whip made out of rawhide, with nine straps
clapper – bell
condescendingly – smugly, disdainfully, as if superior
contraband – smuggled goods
courtin – flirting, dating
cuffin' – hitting over the head
de hollow – low spot in the ground
de war breaks – the war started
dram – glass of liquor
dressed up – fixed up pretty
drivers – overseer
Emancipation – freedom
fall out – pass out of the group
gallery – front porch
'genial – congenial, nice
go on the run – work hard and fast
gunners – men that manned the guns
hands – slaves that work in the field
hillin' – planting a plant in a "hill" or small mound, as melon plants are planted
hitched – hooked up, connected to something
hoein' – using a hoe to farm
house nigger – slave that worked in the house
head nigger – slave that was in charge of the other slaves in the field
howitzer – cannon
illiterate – a person who can't read or write
ironclad – ship made with iron plates on the outside, so it can repel bullets
lard – animal fat
lashes – hits with a whip
lead row nigger – slave in charge of a row of slaves
licks – hits with a whip
Master/Missus – the slave owners
meal - grain
mistress – in this text, a woman that isn't a man's wife but he has sexual relations with her

order of battle – battle plan or tactics
overseer – work supervisor, usually white
peck – small measurement
plantation – agricultural estate, large farm with more than twenty slaves
plow – farm tool
pivot gun – a large gun mounted so that it can swivel and fire in all directions
pop – happen
quarters – where the slaves lived
rations – allotment of food
rawhide – leather used to whip slaves
roustin' – getting people together, organized
settin' out – putting plants in rows to be spaced for planting
smoothbore cannons – cannons with no grooves or "rifling" in barrel; usually less accurate
shallow draft – ship whose bottom doesn't stick down far in the water; can sail in shallow water
speculator – someone who sells slaves
sprig - twig
stake – slaves were tied to this pole and whipped
steamer – ship
sweet 'taters – sweet potatoes
swing – something that a slave was placed in to be whipped
walk for a little piece – walk for a little bit
wheelman – someone who steers the ship, turns the wheel
with child – pregnant
young shoot – beginning of a tobacco plant

GRADE 8

Slave Stories

The stories below are all true and told by African-American men and women that were slaves during the Civil War. Use the sheet labeled "Terms" to help you understand unfamiliar or unintelligible words. Please answer the questions on a separate sheet of paper.

Work

Most slaves worked on plantations in the South. The work was demanding, and hours were from before sunup to sundown. Slaves often sang in the fields to alleviate the boredom of a repetitious task, such as picking cotton, and to maintain the rhythmic motion. Slaves usually had part of Saturday and all of Sunday off. During this free time, slaves engaged in community life on the plantation – socializing, storytelling, singing, dancing, worshipping, courting, and completing household chores in the slave quarters. Many masters issued passes for slaves to use this time to visit friends and family on other plantations. Some of the more lenient masters allowed their slaves to cultivate little gardens around their cabins for personal use or to make some money. These same masters usually let skilled slaves hire themselves out during their free time.

Wes Brady, former slave in Texas. Pictured in Harrison County Texas. Courtesy of the Library of Congress, LOT 13262-7, no. 24

> "The overseer was 'straddle his big horse at three o'clock in the mornin', roustin' the hands off to the field. He got them all lined up and then come back to the house for breakfas'. The rows was a mile long and no matter how much grass was in them, if you leaves one sprig on your row they beats you nearly to death. Lots of times they weighed cotton by candlelight. All the hands took dinner to the field in buckets and the overseer give them fifteen minutes to git dinner. He'd start cuffin' some of them over the head when it was time to stop eatin' and go back to work."
>
> — *Wes Brady, formerly a slave in Texas,*
> Remembering Slavery

Cruelty to Slaves

> "My father took me away from my mother when at age of six weeks old and gave me to my grandmother, who was real old at the time. Jus' befo' she died she gave me back to my father, who was my mammy's master. He was a old batchelor and run saloon and he was white, but my mammy was a Negro. He was mean to me.
>
> 'Finally my father let his sister take me and raise me with her chillen. She was good to me, but befo' he let her have me he willed I must wear a bell till I was 21 year old, strapped 'round my shoulders with the bell 'bout three feet from my head in steel frame. That was for punishment for bein' born into the world a son of a white man and my mammy, a Negro slave. [...]

'Befo' my father gave me to his sister, I was tied and strapped to a tree and whipped like a beast by my father, till I was unconscious, and then left strapped to a tree all night in cold and rainy weather. My father was very mean. He and he sister brung me to Texas, to North Zulch, when I 'bout 12 year old. He brung my mammy, too, and made her come and be his mistress one night every week. He would have kilt every one of his slaves rather than see us go free, 'specially me and my mammy.

[...]I slep' on a chair and tried to res' till my father died, and then I sang all day, 'cause I knowed I wouldn't be treated so mean. When missy took that bell offen me I thinks I in Heaven 'cause I could lie down and go to sleep. When I did I couldn't wake up for a long time and when I did wake up I'd be scairt to death I'd see my father with his whip and that old bell. I'd jump out of bed and run till I give out, for fear he'd come back and git me."

— *J.W. Terrill, formerly a slave in Louisiana,* Remembering Slavery

✓SOME THINGS TO CONSIDER

1. Why do you think a lot of churches supported slavery and used the Bible to justify it?

"Dere wuz a man who folks called a good preacher, but he wuz one of de meanest mens I ever seed. When I wuz in slavery under him he done so many bad things 'til God soon kilt him. His wife or chillun could get mad wid you, and if dey told him anything he always beat you. Most times he beat his slaves when dey hadn't done nothin' a t'all. One Sunday mornin' his wife told him deir cook wouldn't never fix nothin' she told her to fix. Time she said it he jumped up from de table, went in de kitchen, and made de cook go under de porch whar he always whupped his slaves. She begged and prayed but he didn't pay no 'tention to dat. He put her up in what us called de swing, and beat her 'til she couldn't holler. De pore thing already had heart trouble; dat's why he put her in de kitchen, but he left her swingin' dar and went to church, preached, and called hisself servin' God. When he got back home she wuz dead."

Leah Garrett, formerly a slave in Georgia, Remembering Slavery

GRADE 8

Marriage and Family

Slavery had a profound affect on the family. Many slave owners didn't view slave marriages as binding. Due to the long work hours of slaves, parents didn't have much time to spend with their children, especially if one parent lived on another plantation. They didn't have full authority over their children; the master did. The worst thing that slave owners could do to a family is to break it up by selling one or more of the members. Most slaves were sold at least once in their life. After the Civil War, most former slaves zealously searched for separated family members, and many slaves renewed their marriage vows to make the commitments they made in slavery legal.

✓SOME THINGS TO CONSIDER

2. This story probably made you feel warm and fuzzy, and even though Tempie's Master and Missus seemed to be kind, what's wrong with this happy picture?

> "Exter done made me a weddin' ring. He made it out of a big red button wid his pocket knife. He done cut it so roun' an' polished it so smooth dat it looked like a red satin ribbon tide 'roun' my finger. Dat sho was a pretty ring. I wore it 'bout fifty years, den it got so thin dat I lost it one day in de wash tub when I was washin' clothes.
>
> 'Uncle Edmond Kirby married us. He was de nigger preacher dat preached at de plantation church. After Uncle Edmond said de las' words over me an' Exter, Marse George got to have his little fun: He say, 'Come on, Exter, you an' Tempie got to jump over de broom stick backwards; you got to do dat to see which one gwine be boss of your househol'.' Everybody come stan' 'roun to watch. Marse George hold de broom 'bout a foot high off de floor. De one dat jump over it backwards an' never touch de handle, gwine boss de house, an' if bof of dem jump over without touchin' it, dey won't gwine be no bossin', dey just' gwine be 'genial. I jumped fust, an' you ought to seed me. I sailed right over dat broom stick same as a cricket, but when Exter jump he done had a big dram an' his feets was so big an' clumsy dat dey got all tangled up in dat broom an' he fell head long. Marse George he laugh an' laugh, an' tole Exter he gwine be bossed 'twell he skeered to speak less'n I tole him to speak. After de weddin' we went down to de cabin Mis' Betsy done all dressed up, but Exter couldn' stay no longer den dat night kaze he belonged to Marse Snipes Durham an' he had to [go] back home."
>
> — *Tempie Herndon Durham, formerly a slave in North Carolina,* Remembering Slavery

Religion

Religion played a crucial role in the lives of slaves. They had secret prayer meetings in the woods to pray for freedom; they sang spirituals that gave them hope because they knew that if God didn't free them in this life, freedom was waiting for them in heaven; and they drew strength from the knowledge that the Lord understood their struggles, and heard their prayers.

> "Dey sed de big war wus comin' an' sed de south culdnt be beat, an' men wud cum to de big house an' stan' round under de trees an' prop deir foot up on de roots uf de trees an' dey wud stan' dar an' talk about how quick de war wud be ober.
>
> 'Sum uf de slaves wud git to gedder at night time, an' go down by de crick an' pray for to be sot free. Sumtimes udder slaves from udder plantations wud cum an' jine in de prayin'."
> *Barney Alford, formerly a slave in Mississippi,* Remembering Slavery
>
> "But when the slaves got a feeling that there was going to be an auction they would pray. The night before the sale they would pray in their cabins. They didn't pray loud but they prayed long and you could hear the hum of voices in all the cabins down the row."
> — *Maggie Pinkard, formerly a slave in Georgia,* Remembering Slavery

The Irrepressible Spirit of African-Americans

What do you do when you don't want to do your chores or homework? Pretend you're sick? Pretend that you don't understand what you're supposed to do? Well, slaves did the same thing; it's called resistance. Slaves resisted the whole institution of slavery in many different and clever ways. Slaves "played dumb" and pretended to misunderstand instructions or purposely do their work very slowly. They mishandled farm animals and broke work tools. Some slaves ran away to show anger. They would hide out in the woods for a few days or weeks and then return to the plantation.

Except for the rare slave insurrections, running away for good was the ultimate form of resistance; it was very dangerous, but the reward was great – freedom! Before the Civil War, many slaves escaped through Harriet Tubman's Underground Railroad. When a member of the Underground Railroad was in the vicinity of a plantation waiting to take slaves to the North, they used code songs like "Steal Away" or "This Train", to let the slaves know they were there. Many slaves escaped on their own. They used the back roads, hid away in boats and steamers, disguised themselves, and forged passes. Songs such as "Follow the Drinking Gourd," served as maps to remind slaves to travel in the direction of the Big Dipper. (Look in the last pages of your packet to see the lyrics to these three songs.) Slaves who escaped were usually young males that were hired out to neighboring farms and plantations. They could escape because they knew their surroundings, and they didn't have wives and children to make them want to stay on the plantation. During the Civil War, many young men escaped to fight behind Union lines.

African-American slaves were strong and courageous. They not only had the ability to endure backbreaking labor, terrible physical cruelty, and wrenching emotional pain in a life without freedom or anything deemed good, they created thriving communities and lived their lives with hope, joy, and dignity, despite the horrific conditions of slavery. After the Civil War, many also showed mercy and grace toward their former owners. The legacy of these men and women who showed perseverance until the end is great, and we can all learn from these heroic survivors.

— *Ideas from The Museum of the Confederacy*, Before Freedom Came, Resistance

> "One night I had gone to another plantation, 'courtin', and the old woman whose house I went to told me she had a real pretty girl there who wanted to go across the river and would I take her. I was scared and backed out in a hurry. But then I saw the girl, and she was such a pretty little thing, brown-skinned and kinda rosy, and looking as scared as I was feelin', so it wasn't long before I was listenin' to the old woman tell me when to take her and where to leave her on the other side.
>
> I didn't have nerve enough to do it that night, though, and I told them to wait for me until tomorrow night. All the next day I kept seeing Mister Tabb laying a rawhide across my back, or shootin' me, and kept seeing that scared little brown girl back at the house, lookin' at me with her big eyes and asking me if I wouldn't just row her across to Ripley. Me and Mr. Tabb lost, and soon as dust settled that night, I was at the old lady's house.
>
> I don't know how I ever rowed the boat across the river the current was strong and I was trembling. I couldn't see a thing there in the dark, but I felt that girl's eyes. We didn't dare to whisper, so I couldn't tell her how sure I was that Mr. Tabb or some of the other owners would 'tear me up' when they found out what I had done. I just knew they would find out. [...]
>
> Well, pretty soon I saw a tall light and I remembered what the old lady had told me about looking for that light and rowing to it. I did; and when I got up to it, two men reached down and grabbed her; I started tremblin' all over again, and prayin'. Then, one of the men took my arm and I just felt down inside of me that the Lord had got ready for me. 'You hungry, Boy?' is what he asked me, and if he hadn't been holdin' me I think I would have fell backward into the river.
>
> That was my first trip; it took me a long time to get over my scared feelin', but I finally did, and I soon found myself goin' back across the river, with two and three people, and sometimes a whole boatload. I got so I used to make three and four trips a month.
>
> [...]I never saw my passengers. It would have to be the "black nights" of the moon when I would carry them, and I would

> meet 'em out in the open or in a house without a single light. [...]
>
> I almost ran the business in the ground after I had been carrying the slaves across for nearly four years. It was in 1863, and one night I carried across about twelve on the same night. Somebody must have seen us, because they set out after me as soon as I stepped out of the boat back on the Kentucky side; from that time on they were after me. Sometimes they would almost catch me; I had to run away from Mr. Tabb's plantation and live in the fields and in the woods. [...]
>
> 'Finally, I saw that I could never do any more good in Mason County, so I decided to take my freedom, too. I had a wife by this time, and one night we quietly slipped across ... and went on to [our] freedom – just a few months before all of the slaves got theirs.
>
> — *Arnold Gragston, formerly a slave in Kentucky,* Remembering Slavery

✓SOME THINGS TO CONSIDER

3. If you had been in Arnold's position, would you risk your life transporting other people to freedom, would you stay on the plantation and be safe, or would you free yourself? Why?

Another daring African-American man was a slave named Robert Smalls. On the evening of May 12, 1862, Confederate General Roswell Ripley and the white officers of the steamer *Planter* left the ship unattended in order to go to a party in Charleston.

The wheelman of the ship was Robert Smalls. He had been born on the Sea Islands and he knew all of the territory from Florida to South Carolina. He also knew where all the Confederate guns and soldiers were.

Smalls and the other slaves on the ship decided to take the *Planter* and deliver it to the Union, delivering themselves to freedom at the same time. While the white soldiers were at the party, smalls sailed the *Planter* directly under the guns of Fort Sumter without being fired on. This was because he was wearing the Captain's Confederate uniform. Smalls surrendered the ship to the *U.S.S. Onward*.

The *Planter* was a terrific prize to the Union because it had cannons and could carry one thousand troops. It was also General Ripley's headquarters. This meant that his maps and all of his papers were still on board. In addition, the *Planter's* shallow draft allowed her to sail throughout the coastal waters, which, in places, were not very deep.

Usually, when soldiers show tremendous courage and take an enemy ship, they are awarded the ship as a prize. Unfortunately, because the men were black, this didn't happen until case came before Congress. (The Dred Scott case said that no slave, or former slave, was a citizen. They had no rights. They were considered war "contraband".)

Smalls went on to become a 2nd Lieutenant in Company B of the 33rd United States Colored Troops, where he became the *Planter's* pilot. In November 1863, during a difficult battle, the *Planter's* captain proved he was a coward and hid in the ship's coal bin. The rest of the sailors on the ship fought with Smalls leading the way. The captain was dismissed, and Smalls became the new captain.

✓SOME THINGS TO CONSIDER

4. Imagine you are Robert Smalls. You have made huge sacrifices for your country. Still, you have just been denied a pension from the Navy and have not gotten the respect or recognition you deserve. How do you feel?

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Eventually, Robert Smalls became Major General. After the war, he was a congressman. Despite his contributions to the Union war effort, Smalls was never awarded a pension from the U.S. Navy.

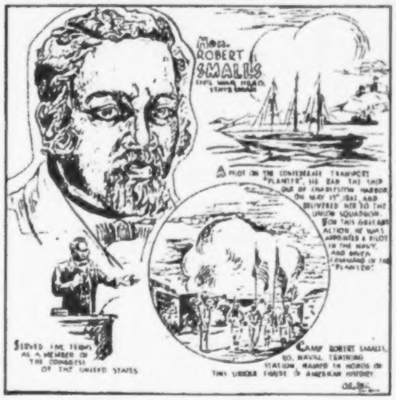
Many hard-working and honest African-American men and women still face discrimination at their jobs or at the hands of other people in their lives … even today.

Rachel describes the scene when Henry, a slave who had escaped to enlist in the Union army, returned to his master's farm leading a dozen soldiers. Henry had become a recruiting officer.

✓SOME THINGS TO CONSIDER

5. Why was the Major shocked at how Henry treated him? If you were Henry, what would you have done or said?

> "Now ole Major was sitting in his favorite chair on the porch when he saw Henry coming with those soldiers and he like to fell, he was that scairt. You see, so many times the slaves had returned to kill their masters…
>
> But Henry drew the men up in front of ole Major and he said, 'This is my master, Major Holden. Honor him, men.' And the men took off their caps and cheered old Major. And he nearly like to fell again – such a great big burden was off his shoulders then.
>
> When Henry commanded his men to stack arms, and they all stacked their guns together in front of ole Major…Miss Nancy sent out to have some chickens killed, and in no time at all those men were all seated around the dining room table having a regular feast."
>
> — *Rachel Cruze, formerly a slave in Tennessee,* Remembering Slavery


Hon. Robert Smalls
Civil War Hero, Statesman
A pilot on the Confederate transport "Planter", he ran the ship out of Charleston Harbor on May 13th 1862, and delivered her to the Union Squadron. For this great action he was appointed a pilot in the Navy, and given command of the "Planter".
Served five terms as a member of the Congress of the United States
Camp Robert Smalls, U.S. Naval Training Station, named in honor of this unique figure in American history

Hon. Robert Smalls stole the Confederate steamer, Planter, and brought it safely into the hands of the Union Navy. Courtesy of the National Archives. NWDNS-208-COM-234

Freedom

At first, the North was fighting simply to preserve the Union. However, on September 22, 1862, Lincoln issued his Emancipation Proclamation. This declared that as of January 1, 1863, all slaves in rebelling states were free. After this date, the North was also fighting to end slavery. Although the Union Army freed slaves as they marched through the conquered parts of the South, the four million slaves in the South were not freed until the Confed-eracy had surrendered. On December 6, 1865, the Thirteenth Amendment made the institution of slavery illegal.

Slaves and former slaves played a crucial role in the Union victory and the destruction of slavery. They escaped and undermined the Confederate war effort; they worked inside Union lines and advanced the Union cause; and they served in the Union army and navy, helping to assure victory. The majority of the Union's 200,000 black soldiers and sailors had been slaves. When they enlisted, they were free, and they fought to free their family and friends.

> "The end of the war, it come jus' like that – like you snap your fingers. […]

Soldiers, all of a sudden, was everywhere – comin' in bunches, crossin' and walkin' and ridin'. Everyone was a-singin'. We was all walkin' on golden clouds. Hallelujah!"

— *Felix Haywood, formerly a slave in Texas,* Remembering Slavery

"Lots of Negroes was killed after freedom. [...] Their owners had them 'bushwhacked,' shot down while they was trying to get away. You could see lots of Negroes hanging to trees...right after freedom. They would catch them swimming across Sabine River and shoot them."

— *Susan Merritt, formerly a slave in Texas,* Remembering Slavery

"If I thought, had any idea, that I'd ever be a slave again, I'd take a gun an' jus' end it all right away. Because you're nothing but a dog. You're not a thing but a dog."

— *Fountain Hughes, formerly a slave in Virginia,* Remembering Slavery

Felix Haywood, former slave. Photographed in San Antonio, Texas. Courtesy of the Library of Congress, LOT 13262-7, no 79

"I remember sitting out on a wagon tongue with this old back man – completely illiterate – down here near Navasota a plantation there and I was telling him what a different kind of white man I was. I was really getting educated on blacks and their problems, except we called 'em colored folks. I said, 'You know, you might not realize it but I'm not like the colored – the white folks you run into down here. I believe in giving you the right to go to school, to good schools. Now, I know you don't want to go with white people – I don't believe in going overboard on this thing – but I believe colored people ought to be given good schools. And I believe you ought to be given the right to go into whatever you qualify to go into, and I believe you ought to be given the right to vote.'

And uh, I remember him looking at me, very sadly and kind of sweetly, and condescendingly and saying, "You know, you still got the disease, honey. I known you think you're cured, but you're not cured. You talking now you sitting there talking and I know it's nice and I know you a good man. Talking about giving me this, and giving me that right. You talking about giving me something I was born with just like you was born with it. You can't give me the right to be a human being. I was born with that right. Now you can keep me from having that if you've got all the policemen and all the jobs on your side, you can deprive me of it, but you can't give it to me, cause I was born with it just like you was.'"

— *John Henry Faulk, interviewer,* Remembering Slavery

✓ SOME THINGS TO CONSIDER

6. What "disease" does Faulk still have?

GRADE 8

Racism Today

Racism and hate crimes might not be as obvious as they were during and after the Civil War, but they are alive and strong today. The racism of today can be an invisible ceiling at a corporation where no matter how good an African-American is at their job they won't be promoted because of their color. Racism is when police suspect an African-American of a crime just because of the color of their skin (racial profiling) or when airline passengers won't fly with patrons who are "Middle Eastern-looking." Racism includes hate crimes such as the burning of crosses in an interracial family's front yard or the killing of someone like James Byrd, who was dragged from a truck because he was black.

Keep in mind that hate crimes are not just perpetrated by white Americans against African Americans. Consider the millions of Jews who were murdered by the Nazis during the Holocaust. Or, the African nations of Congo, Rwanda, and Burundi, where rival ethnic groups have killed hundreds of thousands of men, women, and children – brutally – over many years. Hate crimes stem from prejudice against people of different abilities, religious beliefs, culture, race, tribes or nations, or sexual orientation...or just about any other characteristic that makes them "different" from someone else. One of the key ways to defeat prejudice – and stop hate crimes – is to try to see things from another person's point of view.

Consider the Confederate battle flag, for example. It can been seen almost anywhere...on tee shirts, bumper stickers, and even on flagpoles!

On January 8, 2000, six thousand demonstrators met at Columbia, South Carolina, to show their support of using the current state flag – which includes a small Confederate battle flag. This demonstration was met on January 17 with a counter-demonstration of fifty thousand people who were against using this flag.

The pro-flag marchers argued that the flag, including the "Stars and Bars", was a symbol of their Southern heritage. They saw the flag as a symbol of tremendous courage. However, the anti-flag demonstrators saw the issue differently. "Your Heritage Is My Slavery," read several posters and placards. They saw the flag as a symbol of hatred and fear. One of the strongest opponents to the flag was the National Association for the Advancement of Colored People (NAACP), which had asked people to boycott South Carolina until the state removed its flag from the Capitol.

✓ SOME THINGS TO CONSIDER

Answer the following questions on a separate sheet of paper.

1. Write a paragraph about your experience today as a slave or a slave owner. How did you feel? What did this role-play teach you about slaves and how they felt?

2. Do you think it's okay for people to display the Confederate flag? Why or why not?

3. What is one way that Southerners can honor their ancestors who fought in the Civil War without using the Confederate battle flag?

Many people in the state were infuriated by the boycott. State Senator Arthur Ravenel said, during the January 8 rally, "Can you believe that there are those who think the General Assembly of South Carolina is going to…knuckle under" to "that organization known as the National Association for Retarded People?" While Lonnie Randolph, NAACP, refused to respond to this comment, Senator Ravenel apologized to "retarded people" for connecting them to the NAACP (*Apostles of Disunion*, p. 7-8).

Many Southerners feel that they should be able to display Confederate flags because they are honoring their ancestors who fought and died in the Civil War and expressing pride in their Southern heritage. Even though many Southerners today might not have anything against blacks and might be disgusted by the extensive use of the Confederate flag by hate groups such as the Klu Klux Klan, it's hard for others to separate the Confederate flag from slavery and racism.

> What do I feel when I see a Confederate flag? It makes me think of slavery, and I feel scared. I feel that whoever is using it hates black people and might want to hurt us.
>
> — *13-year-old African-American boy*

GRADE 8

10 Ways You Can Fight Hate

Reprinted Courtesy of the Southern Poverty Law Center

1. If you don't have friends of other races or backgrounds, step outside your comfort zone and go make some!

2. Hate and fear are often caused by ignorance; if you don't understand the words or actions of someone of another race or ethnicity; don't draw your own conclusions... respectfully ask and learn.

3. Ask a person of another race or background for their opinion and feelings on controversial racial issues like the Confederate flag.

4. Invite a person of another race or ethnicity to your house to visit or to eat a meal with your family.

5. Speak up when you hear people using racial slurs. Silence is often interpreted as agreement or acceptance.

6. Imagine what your life might be like if you were a person of another race or ethnicity. How might "today" have been different?

7. List all the negative stereotypes you can about people of another race or background. Are any of these stereotypes reflected in your thoughts, conversations, and actions? What stereotypes might they have about you? Would they be true?

8. Ask your parents if they can take you to an ethnic restaurant or ask one of your parents if they can go to an ethnic market and cook an ethnic meal. (Maybe you can get a recipe from one of your new friends of another race or background.)

9. Ask for a multicultural game, doll, toy, movie, book, CD, or computer program for Christmas.

10. Join a multicultural club at school (If there isn't one, start one and make your school a hate-free zone with posters, attend multicultural events together, raise funds for anti-hate groups, picket hate group demonstrations in your area, organize multicultural presentations/fairs/guest speakers at school, etc.) or attend a multicultural church

For more information, visit www.splcenter.org

Disunion

GRADE 11

Infantry regiment in camp circa 1861. Courtesy of the National Archives. NWDNS-111-B-487

GRADE 11

Disunion: Teacher's Eyes Only

Start the class off by asking the students to write a short journal entry about the Civil War. They should answer the following questions: What do I know about the Civil War? What caused the Civil War? How has the Civil War changed America? If you have time, you may want to take a minute to ask volunteers (or victims!) to share a few points with the rest of the class.

If you would like, you can play the soundtrack to Ken Burns' The Civil War as students enter the room. (*Ashokan Farewell* is a good mood-setter.) Another good option would be selections from *Camp Chase Fife and Drum.*

Hand out the sheet entitled "Disunion" and ask the students to read it. Inform them that it will help them better understand the causes of the war.

Hand out the assignment entitled "Is Secession Constitutional?" and ask the students to read it and then on a separate sheet of paper, answer whether or not they believe that the South was justified in seceding or if they were committing treason.

Ten minutes before class is over collect the assignment and then explain to the students that although there were many causes of the Civil War, many Northerners believe that cause to be slavery, and many Southerners believe that cause to be states' rights.

Explain that tomorrow they will have a debate over the issue. Explain that you will divide the class into two parts – one half arguing that slavery was the cause of the Civil War, and the other half defending states' rights as the cause of the Civil War. Each part will receive the same documents; some supporting slavery as the main cause, and some supporting states' rights. You will give everyone a document to take home and read. (Depending on the number of students, you may need to double up on some documents or cut some out.) After reading the document, they need to answer the questions.

Divide the class and hand out the documents and assignment sheets. (Give the shorter documents to students who are less advanced and the more complicated documents to advanced students.) Please encourage students to take notes in the margins.

Optional activity

Watch part of the movie Gettysburg. At one point, Tom Chamberlain (Col. Joshua Lawrence Chamberlain's brother) is speaking with captured Confederate soldiers. They discuss why they are fighting.

Optional books for students to read are James McPherson's What they Fought For, or Dr. Charles Dew's Apostles of Disunion. Both books are relatively short and provide wonderful insight. McPherson's book discusses the reasons the common soldier fought, and Dew's book discusses why the politicians of the South chose to secede, in the words of its own secession commissioners. (Be sure to discuss the difference between why the politicians chose to secede, and why the common soldier fought.)

Disunion

GRADE 11

Step back in time to the year **1860**. The Union was less than 100 years old, and it was already having problems. More than seventy years after the adoption of the Constitution, a nation founded on principles of liberty and equality still allowed human enslavement and quarreled over the balance between state and federal powers.

The North and the South had developed into two very different regions. The South was an agricultural region with few large cities. The majority of the South's population was involved in the production of cotton and tobacco on plantations. These crops had made the South wealthy, and there had been little need to develop factory industries in this region. The South owned about four million slaves, which was 38% of the Southern population, and they were crucial to the plantation system. Most Southerners in 1860 were Democrats and believed in states' rights, which held that the state governments should have more power than the national government. Read the words of James Stirling as he describes Georgia:

> "...one is struck with the rough look of the whole face of civilization. The country is nowhere well cleared; towns and villages are few and far between, and even those which you have seen have an unfinished look... How different from the face of a New England State, dotted over with neat farm-houses."
>
> — *The Museum of the Confederacy*, The Road to War

The North was a developing industrial region with many cities, small towns, and family farms in the country. Many Northerners in 1860 were Republicans who believed in a strong, central, national government. Slavery was illegal in most parts of the North, and most Northerners also believed that it was immoral. These feelings led to an almost universal disregard for the Fugitive Slave Law that required non-slave owners to return runaway slaves. This disregard angered the South.

The North sought internal improvements like roads, railroads, and canals sponsored by the Federal government, but the South didn't want their taxes to pay for these improvements in the North. The North also wanted a high tariff placed on imported goods to protect Northern manufacturers. This directly hurt the South because they traded their crops for foreign goods. Read as James Stirling compares the North to the South:

> "In Illinois the cars were crowed with emigrants, or speculators, or men looking as anxiously for new homes... At every station a new city, at lowest a new farm or village was springing up; and on every hand the click of the hammer and the rasping of the saw... In Georgia, how different! Some growth there is in one or two towns; some increase of cotton, too there may be; but there lacks the animation and spirit of Illinois. There is none of that bustle or hopeful eagerness."
>
> — *The Museum of the Confederacy*, The Road to War

In the first half of the 1800s, the Union was growing at an enormous rate. The population more than quadrupled in size and the nation's borders pushed westward at a furious pace. Tension grew as the question of whether the new western territories would be slave or free kept cropping up. This question was important primarily from the perspective of the balance of power between the free states and the slaveholding states in the political parties and nation-

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GRADE 11

al government. If a state allowed slaves, it was more likely to tip the balance of power in favor of the Democrats. If it didn't, it would tilt the power in favor of the Republicans. Neither party wanted to upset the precarious balance.

The following timeline details the major events leading up to secession and war.

Countdown to War

GRADE 11

United States Constitution Ratified endorsing slavery. *1787-1790*

Fugitive Slave Law requires non-slaveholders to return runaway slaves. *1793*

Constitutional ban on the slave trade is placed into effect. *1808*

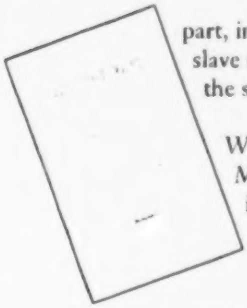
Admission of Alabama to the Union creating an equal balance of power in the Senate between free and slave-holding states. *1819*

Henry Clay. Courtesy of The Library Of Congress, LC-USZ62-109953 DLC

Missouri Compromise – In 1818, Missouri sought admission to the Union as a slave-holding state. After two years of bitter debate, the Missouri Compromise was agreed upon. This compromise admitted Missouri to the Union as a slave state and admitted Maine as a free state to maintain the balance in the Senate. The compromise prohibited slavery north of latitude 36° 30' in the Louisiana Purchase territory, with the exception of Missouri, and allowed it south of that line. *1820*

Secretary of State Henry Clay asks Canada for help returning slaves who have escaped there; the Canadian government refuses. *1826*

Nat Turner's Rebellion – Nat Turner, a slave, and about 60 other slaves went from plantation to plantation one night in Virginia, murdering whites. They killed over 50 people before the revolt was put down. Nat and many others were executed for their part, or suspected part, in the revolt. Nat Turner's Rebellion struck long-term fear in the hearts of slave owners, engendered new restrictions on slaves, and prompted a debate on the slavery question. *1831*



"The Confessions of Nat Turner, the Leader of the Late Insurrection in Southampton, Virginia" Courtesy of the Library of Congress, African American Odyssey Collection Digital ID: rbcmisc ody

Wilmot Proviso – excluded slavery from most of the territory acquired in the Mexican War. It was approved by the House but rejected in the Senate causing increased hostility between the North and the South. *1846*

Compromise of 1850 – Disagreements erupted over whether land acquired from Mexico after the Mexican-American War would be slave or free. The compromise admitted California as a free state, and the inhabitants of the territories of New Mexico, Nevada, Arizona, and Utah would be allowed to decide whether or not to permit slavery in their territories when they applied for statehood. The compromise also included the Fugitive Slave Act, which denied captured blacks any legal power to prove their freedom and required U.S. Marshals and deputies to help slave owners capture their property and fining them $1000 if they refused. Lastly, the compromise ended the slave trade in the District of Columbia. *1850*

Harriett Beecher Stowe's *Uncle Tom's Cabin* published in response to the Fugitive Slave Act of 1850. Within two years, it had sold two million copies worldwide. After the Bible, *Uncle Tom's Cabin* was the biggest seller of the 19th century. Stowe's arguments against slavery had little to *1852* do with racial equality; her arguments centered on religion and the sanctity of motherhood and family. These, she felt, were the arguments most likely to affect public opinion in the North. President Lincoln read *Uncle Tom's Cabin* before announcing the Emancipation Proclamation in 1862, and when he met Stowe, he exclaimed, "So this is the little woman who started this great war!"

1855 Kansas-Nebraska Act – repealed the Missouri Compromise, allowing settlers in the territories of Kansas and Nebraska to decide whether they would allow slavery within their borders when they applied for statehood. The Kansas-Nebraska Act split the Democratic Party and virtually destroyed the Whig Party. The northern Whigs joined the antislavery Democrats to form the Republican Party.

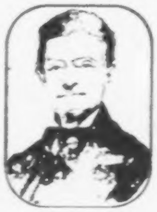
1856 "Bleeding Kansas" - Disagreements over slavery led to violence between the settlers.

1857 Dred Scott vs. Sanford – Dred Scott, a slave, sued for his freedom on the grounds that since his master had taken him to live in free territories, he should be free. The controversial decision of the Supreme Court of the United States stated that no slave or descendant of a slave could be a U.S. citizen. As a non-citizen and a slave viewed as property, Scott was not entitled to file suit. The court also ruled that Congress had no power to exclude slavery from the territories, therefore, the Missouri Compromise and other legislation limiting slavery were unconstitutional.

Panic of 1857 – an economic depression was sparked when a ship carrying two million dollars of California gold sank.

1858 Lincoln-Douglas Debates – Debates between Abraham Lincoln and Stephen Douglas, sponsor of the Kansas-Nebraska Act, over slavery. The debates forged Lincoln into a prominent national figure and solidified his Republican Party's anti-slavery platform.

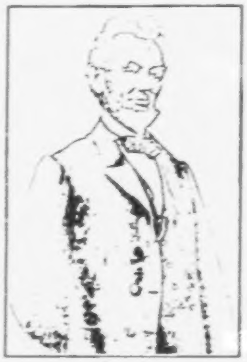
1859 John Brown and his abolitionist followers, who had previously killed proslavery settlers in Kansas, seized the U.S. Armory and Arsenal and Hall's Rifle Works at Harpers Ferry hoping to spark a slave uprising. Their undertaking was unsuccessful, and Brown and many of his accomplices were captured, tried, found guilty of murder, treason, and inciting slaves to rebellion. They were hanged. Although both Southerners and Northerners condemned John Brown's actions, Northern abolitionists viewed Brown as a martyr and many Southerners viewed the raid as a Northern plot to incite a servile insurrection.



John Brown, the abolitionist, was hung for his raids on December 2, 1859. Courtesy of the National Archives, NWDNS-111-SC-101021

1860 **Presidential Election** – Abraham Lincoln was elected by only 40% of the popular vote. His vice-president was Hannibal Hamlin. When he won the election, it was the last straw for the Southerners. He was a member of the Republican Party, which wanted to ban slavery in the territories. The Southerners were afraid that Lincoln would also try to abolish slavery nationwide.

November 6: Slave states call conventions to consider secession.
December 20: Secession of South Carolina



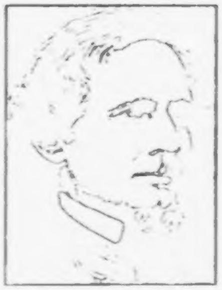
Abraham Lincoln. Courtesy of the Library of Congress, LC-B816-1321

Secession of several states:

January 9: Mississippi
January 10: Florida
January 11: Alabama
January 19: Georgia
January 26: Louisiana
February 1: Texas

February 4: Convention of seceded states in Montgomery, Alabama to draft a Provisional Constitution for the Confederacy.

February 4: Conference of the states (representatives of 7 slave and 14 free states were present) in Washington, D.C. in an attempt to save the Union. An amendment was passed stating that Congress could never interfere with slavery in the states but was not ratified by the necessary number of states.



Jefferson Davis, President of the CSA. Courtesy of the National archives. NWDNS-111-B-5158

February 8: Constitution of Confederate States of America adopted. The CSA Constitution was very similar to the U.S. Constitution, but it also strengthened the rights of slaveholders.

February 9: C.S.A. elects Jefferson Davis provisional president and Alexander H. Stephens provisional vice president.

February 18: Inauguration of Jefferson Davis.

March 4: Inauguration of Abraham Lincoln as President of the United States: "In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war… You have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to 'preserve, protect, and defend' it." *Lincoln's First Inaugural Address*

April 12: At 4:30 a.m., the Civil War begins with the Confederates firing on Union held Forth Sumter (South Carolina). "Our Southern brethren have done grievously wrong, they have rebelled and have attacked their father's house and their loyal brothers. They must be punished and brought back, but this necessity breaks my heart." – *Major Robert Anderson, commanding officer at Fort Sumter*

April 13: Fort Sumter surrenders.

April 15: Lincoln calls for 75,000 troops to fight for the Union for 90 days. This alarmed slaveholding states that had not necessarily planned to secede. It showed a threat of federal force against states conducting themselves legally. It prompted additional states to join the Confederacy in protest of what they perceived to be an abuse of Federal power.

April 17: Secession of Virginia

May 6: Secession of Arkansas

May 7: Secession of Tennessee

May 20: Secession of North Carolina

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Secession:

A Constitutional Remedy for the Breach of the Organic Law

by Kent Masterson Brown

"Secession", it brings to mind a Civil War that was the costliest, in terms of loss of life and property, this nation has ever known. It was a war which pitted the Federal government (on behalf of twenty-three northern States) against eleven southern States. Sadly, that same Federal government was created by a Constitution which was drafted and ratified by the States. So instrumental were the States in the making of the Constitution that it was referred to in the Constitutional Convention and the ratifying conventions as a "compact" among and between the States. If the Constitution was a compact among and between the States, could it not be rescinded or annulled by a State or group of States if one or more other States breached its terms? Was not the secession of States in 1860 and 1861 nothing more than the exercise of that right?

To understand secession, one must examine the development of Anglo-American law. First, one must examine the development of the law of equity and its application to the law of contracts. Then, one must examine the drafting and ratification of the Constitution itself. In the end, one reaches the inescapable conclusion that secession was perfectly constitutional. Here, note a word of caution. To read law is a dry undertaking. Justice Oliver Wendell Holmes, Jr., spoke of reading law as akin to eating sawdust. But to understand any legal doctrine or theory requires the reader to grin and bear the exercise.

I. The Evolution of Equity and Equitable Remedies

From the reign of Edward I in England (r. 1272-1307) the phrase *jus commune* began being applied to the unenacted, nonstatutory law common to all Englishmen. The "common law" came to refer to the law as applied by the three then-developing courts in England: King's Bench, the Common Bench (or Court of Common Pleas) and the Exchequer.

Within the Exchequer, the King's fiscal office, evolved the Chancery, the secretarial department. At its head was the Chancellor whose duty, among other things, was to issue writs over the great seal of the King to begin actions in the courts of law. The department came to be known as the Court of Chancery. By the fourteenth century, the Court of Chancery developed two sides, a common law side and an equity side. The common law side evolved into a court system that heard cases involving all sorts of damage claims.

Often, however, a petitioner would seek a remedy that, in the ordinary course of justice, could not be obtained. The King was literally asked by the petitioner to find a remedy. Many of the cases involved the poor or dispossessed who petitioned the crown for help against one who was more wealthy and powerful and who was threatening harm or harming the petitioner. By the fourteenth century petitioners in these cases went to the Chancellor, not directly to the King. The Chancellor, without the use of a jury, would order the defendant to appear before him and be examined to determine whether some extraordinary relief ought to be granted to the petitioner. By the sixteenth century the Chancellor's powers were defined by "the rules of equity and good conscience."

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The two great pillars of civil justice – law and equity – denote the bodies of law – and the specific courts which enforce same – which provide the means by which citizens may seek redress for the whole panoply of civil wrongs committed, or which are being committed, against them by others. They have evolved over seven hundred years and are applied in all American courts to this day. If a party is injured in property or person by another, and such injury can be quantified by an amount of money (damages), the action would be one "at law" and brought in a law court presided over by a judge who would often empanel a jury to decide questions of disputed fact. If, on the other hand, a party is about to be injured or is in the process of being injured by another – and no monetary relief would be adequate to redress the wrong – and the offending party can be restrained by some extraordinary action by a Court, the action would be one "in equity" and brought in a court of equity. The judge would sit as a "chancellor," deciding all questions of law and fact.

The law-equity division of the courts was planted in the American colonies upon settlement. English settlers established their English jurisprudential system. Courts of chancery existed in one form or another in every one of the thirteen colonies prior to the Revolution. After the Revolution, most of the new States established courts of chancery, although there was little or no American equity jurisprudence. Nevertheless, the English tradition of the division of law and equity was known by the American colonists. It was particularly well known and understood by the Framers and Ratifiers of the Constitution. No greater evidence of such knowledge may be found than the words the Framers chose for Article III, Section 2, of the Constitution of the United States: "The judicial power [of United States courts] shall extend to all cases, in Law and Equity."

II. The Evolution of the Law of Contracts and Judicial Enforcement Thereof, Including the Equitable Remedy of Rescission.

How the two great pillars of civil justice are actually used is understood when one examines the law of contracts, a body of law as old as the Anglo-American division of law and equity. A contract is a promise, or set of promises, for the breach of which the law gives a remedy, or the performance of which the law in some way recognizes as a duty. Synonyms for the term "contract" are "agreement" and "compact." When asked to define the term contract, courts have stressed the classic concept of an agreement resulting from mutuality of assent between two or more parties having capacity to contract, and an obligation based on consideration in the form of an agreement.

Thus, if two parties enter into a contract whereby each promises to perform a particular task, and one of the parties fails to perform as promised – or breaches the contract – the other party may seek certain remedies which Anglo-American law has historically provided. A "breach" of a contract is simply a failure on the part of one or more of the contracting parties, without legal excuse, to perform any promise which forms the whole or part of the contract.

Throughout Anglo-American judicial history, to remedy a breach of a contract, aggrieved parties were given certain choices by the law. First, they could choose to proceed to a law court and seek damages for the loss of money in reliance upon the contract being fulfilled. In the law court, they would seek from the party in breach such sums as would place them in as good a position as they would have been had the contract been fully performed. Second, there were also equitable remedies which aggrieved parties could choose to employ instead of pursuing

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an action at law. A court of equity could enforce the contract for the aggrieved parties by making the defaulting party "specifically perform" his contractual obligations. If the defaulting party failed to comply with the court order, the court would exercise its contempt powers against him.

Finally, Anglo-American equity jurisprudence historically provided for another remedy for breach of contract - "rescission," or, the annulment of the contract. Since the end of the eighteenth century in England, rescission has often been used as a remedy in conjunction with "restitution." The aggrieved parties would ask the court to annul the contract and, at the same time, ask that they be made whole for their own performance, thereby placing them in the same position they occupied before they entered into the contract.

III. The Call for the Federal Convention and the Framing of the Resulting Constitution was Performed by the Several States

During the waning years of the Revolution, the thirteen sovereign States entered into a "firm league of friendship" by the Articles of Confederation. The Articles, however, did not create a sovereign national government, rather, they created a government wholly dependent upon the several states. With national post-war finances in crisis, most people lost faith in the Confederation government. Trade was chaotic and the "nation" was unable to pay its debts. Stability in foreign relations had never been achieved.

Congress called upon the States to send delegates to a convention. The call, dated February 21, 1787, "recommended to the states composing the Union that a convention of representatives from the states respectively be held... for the purpose of revising the Articles of Confederation...." Clearly, if anything was to be accomplished to amend the Articles of Confederation, it had to be done by the States. The States agreed to formulate the Articles of Confederation, and the States had to be called upon to revise them. The Articles of Confederation formed a classic "compact" and the States were the parties thereto.

The Convention began in Philadelphia on May 25, 1787. Fifty-five delegates attended some or all of the proceedings. By the end of the Convention on September 17, 1787, only thirty-eight delegates would cast votes for their respective States on the proposed Constitution of the United States.

After meeting, debating, drafting and redrafting the document through an intensely hot Philadelphia summer, the Convention agreed to a Constitution that did, in fact, create a more powerful Federal government than had the Articles of Confederation. Article I of the proposed Constitution created the Congress with a Senate and House of Representatives. Each State would have two Senators and the makeup of the House would reflect the population of each of the States. Article I, Section 8, set forth the powers of Congress. They were "enumerated" powers and included, among other things, the power to coin money, regulate interstate commerce and declare war. The section even included a "necessary and proper" clause, giving Congress the power to do those things necessary and proper to carry out its enumerated powers. The Constitution withheld from Congress the power to pass bills of attainder and *ex poste facto* laws and further limited Congress's power to lay direct taxes or suspend the writ of *habeas corpus*. Article II created the Office of President of the United States and Vice President of the United States and defined the limits of their authority. Article III created the Supreme Court of the United States and defined the jurisdiction thereof. Finally, subsequent Articles, among other things, provided that full faith and credit shall be given in each State to the public acts, records and judicial proceedings of every other State, granted to all citizens of each State all privileges and immunities of citizens in the several States, and guaranteed a republican form of government to every State. Importantly, Article VI provided that the laws and treaties of the United States would be the "supreme law of the land," a provision not without significant controversy.

Finally, the document made crystal clear the role of the States as the parties thereto by setting forth the terms whereby it could be amended and was to be ratified. Article V required all amendments to be "ratified by the legislatures of three fourths of the states, or by conventions in three-fourths thereof...." According to Article VII, for the Constitution to become effective required the "ratification of the conventions of nine states."

The delegates finally signed the formally-drafted document for and on behalf of their respective States on September 17, 1787, sending it to the Congress of the Confederation and, ultimately, the States for ratification.

IV. The States Ratified the Constitution; Some Ratified it With Specific Reference to Their Right to Rescind if Necessary

The ratification of the Constitution followed a somewhat difficult path. Although the proponents of the Constitution wanted the document quickly ratified, that did not happen. Proponents, known as Federalists, received initial momentum when in December, 1787 and January, 1788 the conventions of five states promptly ratified the Constitution: Delaware (December 7, 1787), New Jersey (December 18, 1787), Georgia (January 2, 1788) – all unanimous – Pennsylvania (December 12, 1787) and Connecticut (January 9, 1788) by narrower margins. Between February 6 and June 2, 1788 the conventions of four more States ratified the Constitution: Massachusetts (February 6, 1788) by a vote of 187-168 after recommending nine amendments, Maryland (April 28, 1788), South Carolina (May 23, 1788) after recommending multiple amendments, and finally New Hampshire (June 2, 1788). Although New Hampshire's ratification gave the Federalists the nine States necessary to approve the Constitution, Virginia and New York had not ratified the document. They were the largest States, and without their support the new "Federal Union" would never be realized.

Virginia proved to be a battleground. At the Virginia convention in Richmond, Virginia, such eminent statesmen as George Mason, Patrick Henry and James Monroe argued **against** ratification, while James Madison, John Marshall, George Wythe and Edmund Pendleton urged ratification. From June 2 to June 26, 1788 heated debates continued until a vote was taken and the Constitution was ratified by the narrow margin of 89 to 79. The ratification was agreed to, however, subject to the right of the people to rescind if necessary. The resolution of June 26, 1788 read, in part:

> We, the delegates of the people of Virginia... Do, in the name and in behalf of the people of Virginia, declare and make known, **that the powers granted under the Constitution, being derived from the people of the United States, may be resumed by them, whensoever the same shall be perverted to their injury or oppression....**

After identifying multiple rights which should forthwith be added as amendments to the Constitution, the delegates formally ratified the document. Importantly, Virginia ratified the Constitution expressly subject to its peoples' right of recission.

In New York the battle was every bit as fierce as in Virginia. Held in Poughkeepsie, the New York Convention was bitterly divided. Alexander Hamilton, a New Yorker, along with fellow New Yorker, John Jay, and Virginian, James Madison, were compelled to publish arguments in the New York press advocating ratification. Those arguments became known collectively as *The Federalist Papers*. Finally, on July 26, 1788 New York narrowly ratified the Constitution by a vote of 30 to 27. In New York, like in Virginia, the resolution of ratification was made expressly subject to the State's peoples' right to rescind. It read, in pertinent part:

> We, the delegates of the people of the State of New York...
> Do declare and make known —
>
> **That the powers of government may be reassumed by the people whensoever it shall become necessary to their happiness ...**

The delegates then presented a veritable catalogue of rights that they believed should be added to the Constitution by way of amendment.

Interestingly, North Carolina and Rhode Island never ratified the Constitution until after George Washington was sworn in as President of the United States. North Carolina, on August 2, 1788, voted to defer any action on the Constitution until a second Federal convention considered a declaration of rights and other amendments. Only on November 21, 1789 did North Carolina finally ratify the document. Rhode Island, likewise, expressed deep misgivings. In fact, the state legislature defeated resolutions calling for a convention to consider ratification seven times! Finally, on May 29, 1790 Rhode Island ratified the Constitution after the Federal government threatened it with economic sanctions. Like Virginia and New York, Rhode Island ratified the Constitution, or, what it expressly deemed was a "social compact," subject to its peoples' right of rescission. The resolution of ratification – a virtual copy of New York's resolution – read, in pertinent part:

> We the delegates of the people of the state of Rhode Island and Providence Plantations, duly elected and met in Convention... do declare and make known–
>
> I. That there are certain natural rights of which men, when they form a **social compact**, cannot deprive or divest their posterity – among which are the enjoyment of life and liberty, with the means of acquiring, possessing, and protecting property, and pursuing and obtaining happiness and safety.
>
> III. **That the powers of government may be reassumed by the people whensoever it shall become necessary to their happiness....**

V. The Constitution Was a Compact Among the Several States

No one can seriously dispute that the Constitution was the product of the efforts of the thirteen sovereign States. Notably, at least three States, including the two largest States, Virginia and New York, ratified the Constitution expressly subject to their citizens' right to rescind or annul it if necessary.

Not only did the document, in form, contain all the elements of a contract, but the prevailing political thought of Revolutionary America underscored the fact that written constitutions were "compacts."

Probably no political writer had more influence on American thought during and immediately after the Revolution than John Locke. In his *Second Treatise on Civil Government*, Locke developed a theory that government was the creature of a "social compact" between individuals in a state of nature to combine in society. As the war progressed, Americans used Locke's theory to develop and understand the relationships established between themselves and their States.

The Massachusetts Constitution of 1780 actually declared itself to be a "social compact by which the whole people covenants with each citizen, and each citizen with the whole people, that all shall be governed by certain laws for the common good." Massachusetts was not alone in the 1780s. "From South Carolina to New Jersey," Professor Gordon S. Wood has noted, "the constitution [as applied to the written organic documents of the States] had become 'a social compact entered into by express consent of the people.'" And there was historical precedent for such a conclusion. Was not the first written constitution on the North American continent called the "Mayflower Compact" for the very same reasons?

So embedded was the concept that a State constitution was a social compact, that many of the Framers and Ratifiers of the Constitution used the term to describe the Articles of Confederation and the United States Constitution. The only difference was that the Articles of Confederation and the Constitution were considered to be compacts among and between the States, not among and between the people. Wrote arch-Federalist Alexander Hamilton of the Articles of Confederation in *Federalist* No. 21:

> The United States as now composed, have no power to exact obedience, or punish disobedience to their resolutions.... There is no express delegation of authority to them to use force against delinquent members, and if such a right should be ascribed to the federal head, as resulting from the nature of the **social compact between the states**, it must be by inference and construction....

James Madison declared long after the ratification of the Constitution:

> Our governmental system is established by a **compact**, not between the Government of the United States and the State governments, but **between the States as sovereign communities, stipulating each with the other a surrender of certain portions of their respective authorities to be exercised by a common government**, and a reservation, for their own exercise, of all their other authorities.

On the floor of the Convention, Madison eloquently argued that the document the delegates were drafting was a compact. On June 19, 1787, Madison argued the classic theory of contract law as applied to the possible rescission or annulment of the Constitution:

> If we consider the federal union [as existing under the Articles of Confederation] as analogous to the fundamental compact by which individuals compose our society, and which must in its theoretic origin at least, have been the unanimous act of

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> the component members, it can not be said that no dissolution of the compact can be affected without unanimous consent. A breach of the fundamental principles of the compact by a part of the Society would certainly absolve the other part from their obligations to it.

Madison then argued that the Federal union was not analogous to social compacts among individual men, but "to the conventions among individual states." Then, again drawing upon the ancient law of contracts, he concluded:

> Clearly, according to the Expositors of the law of Nations, that a breach of any one article, by any one party, leaves all other parties at liberty, to consider the whole convention to be dissolved, unless they choose rather to compel the delinquent party to repair the breach.

But in the Constitution then being debated, Madison had earlier abhorred the use of force against any State, again referencing the ancient law of contracts:

> The use of force against a State would look more like a declaration of war than an infliction of punishment, and would probably be considered by the party attacked as a dissolution of all previous compacts by which it might be bound.

In the ratification conventions in the States, the Constitution was repeatedly referred to as a "compact." In those proceedings, unlike the proceedings in the Federal Convention, delegates freely resorted to the invocation of political theory. Although it is not good form to assert what the Framers and Ratifiers understood the Constitution to mean (because no one can assert that they all had one understanding), it is unquestionably correct to state that virtually all of them understood the Constitution to be a compact in some form, and that they understood the sole remedy for its breach. Few of the Framers or Ratifiers would have understood the Constitution to be an instrument from which a State could not extricate itself if necessary. The idea that the Constitution that they had drafted and ratified was entered into "by the People," as opposed to the States, and was irrevocable, once ratified, was absolutely unknown to the Framers and Ratifiers. The only legal construction for the Constitution that any of them understood was that it was a compact, and, like all compacts, was subject to the equitable remedy of rescission or annulment upon a breach.

In the years after the ratification of the Constitution, the document was often referred to as a compact. Both the legislatures of Kentucky and Virginia referred to the Constitution as a compact in their famous resolutions of 1798-1799, passed in response to the enactment by Congress, and the enforcement thereof by John Adams's administration, of the hated Alien and Sedition Acts. [These laws would have allowed the government to deport or jail non-citizens who might (or might not) be a threat to the government, would have silenced any criticism of the government (therefore revoking First Amendment rights), and would have postponed citizenship until immigrants had resided in the country for 14 years (instead of 5).] Written largely by Thomas Jefferson and James Madison, the Virginia and Kentucky Resolutions are virtual lessons in the compact theory. Reads the Kentucky Resolution of November 10, 1798:

> Resolved, that the several States composing the United States of American are not united on the principles of unlimited

> submission to their General Government; but that by compact under the style and title of a Constitution for the United States.... and that whensoever the General Government assumed undelegated powers, its acts are unauthoritative, void, and of no force. That to this compact each State acceded as a State, and is an integral party, its co-States forming as to itself, the other party.

Kentucky did not seek secession but, rather, the "nullification" of the despised Federal laws. Virginia sought to "interpose" itself between the challenged laws and those against whom they were enacted to operate. States, claimed Virginia, were "duty-bound to interpose for purposes of arresting the evil." The issue resolved itself short of hostilities, but the compact theory and the related doctrines of "nullification" and "interposition" were firmly enunciated in a crisis only eleven years after the ratification of the Constitution by two of the nation's foremost "founding fathers."

Then in 1814 the shipping embargo imposed by the James Madison administration during the War of 1812 led the New England States to openly speak of secession. Relying upon the compact theory, and speaking of the Constitution as an association of States, one Boston newspaper, the *Columbian Centinel*, wrote:

> Whenever [the Constitution's] principles are violated, or its original principles departed from by a majority of the States or of their people, it is no longer an effective instrument, but that any state is at liberty by the spirit of that contract to withdraw itself from the union.

Again, the issue passed without a confrontation, although the 1814 Hartford Convention came close to actually embracing secession as a remedy.

These arguments would be repeated over and over again in the first half of the nineteenth century. John C. Calhoun would echo the compact theory and the "Resolutions of '98" in the great "nullification" crisis over the Tariff in the 1830s. And, in the end, the Compact theory would form the basis for the secession of South Carolina and her ten sister southern States in 1860 and 1861.

The theory was absolutely sound. Unquestionably, the Constitution was a compact. It had all the requisites of a contract. There were parties: thirteen States, to which were added those that similarly ratified the document in the years after 1789. There was mutuality: each State promised to give up some of its sovereignty in exchange for what the Union promised to deliver. The Constitution was created by the States and ratified by the States. It could only be amended by the States. If then, the Constitution was a compact, what was the remedy for a State or a group of States if there was a breach by other States? The only remedy, short of persuading the party or parties in breach to conform, was the equitable remedy of rescission.

If the Constitution was a compact, and it could have been rescinded or annulled upon a breach, what would have been sufficient to constitute a breach? The answer is simple. Whatever would have constituted a breach was left wholly to the State seeking the extraordinary remedy of rescission. Obviously, in the words of the Virginia Resolution of 1799, the offensive act would have had to have been "a deliberate, palpable and dangerous exercise of power not granted by the compact." To argue whether a breach occurred in 1860 and 1861 is, of course, beyond the scope of this discussion. Volumes have been written about it. A few

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words about the issue are appropriate, however. The "threat of abolition," in the eyes of the slaveholding States, was viewed as an act constituting a breach. To understand why it was so viewed, one must place oneself in the shoes of the Southerners of 1860 and 1861. With four million slaves in the southern States by 1860, the sudden release of them was unthinkable. Where would the freed slaves go? What would they do? How would they be cared for? If the slaves were suddenly freed, the region would be torn apart. There was no public assistance then. The Southerner then believed that if slavery was to be abolished, only the States should be responsible for the method and timing.

Slavery was actually recognized then by the Constitution. That was never questioned. For the northern States, through the Federal government, to threaten the abolition of slavery was unquestionably contrary to the compact. There had been threats of slave uprisings, and John Brown's Harpers Ferry raid in 1859 added fuel to the fear of the abolition movement. After years of intense argument and bitterness over the issue of slavery and its extension into the new territories, the election to the presidency of Abraham Lincoln, a candidate who did not even run in the southern States and who was openly supported by abolitionists in the northern States, was, to Southerners then, sufficient cause for alarm. Secession may well have been the result of a "crisis of fear," but the fear of those Southerners living then was real nevertheless. The actions of Southerners in 1860 and 1861 must be viewed in the context of their times, not with hindsight and our very different values.

South Carolina rescinded its ratification of the Constitution on December 20, 1860. Her sister southern States followed

No Southerner on the eve of the Civil War was more erudite than Judah P. Benjamin, then a United States Senator from Louisiana. A lawyer of significant distinction, Benjamin delivered a speech on the right of secession before the Senate on December 31, 1860. Relying upon the ancient law of contracts, Benjamin said:

> I say, therefore, that I distinguish the rights of the States under the Constitution into two classes; one resulting from the nature of their bargain; if the bargain is broken by the sister states, to consider themselves freed from it on the ground of breach of compact; if the bargain be not broken, but the powers be perverted to their wrong and their oppression, then, whenever that wrong and oppression shall become sufficiently aggravated, the revolutionary right – the last inherent right of man to preserve freedom, property, and safety – arises, and must be exercised, for none other will meet the cause.

Only a Civil War – the use of brutal force – crushed the attempt by States to secede. As a result of the Civil War, the Constitution is viewed differently now. It has been seen by many since the war as the instrument creating among the "People of the United States" an "indissoluble union," and granting to the Federal government plenary powers over virtually all aspects of the lives of its citizens. That meaning is not one understood by either the Framers or the Ratifiers. Rather, it is the result of the use of force against the States by the very government the States agreed to create in 1787 to 1789. Again, Justice Holmes, a thrice-wounded veteran of the Civil War, may have said it best when, in the landmark case of *Missouri v. Holland*, he wrote that the Constitution he was interpreting was one which "has taken a century and has cost [the] successors [of the Framers and Ratifiers] much sweat and blood to prove that they created a nation," a classic reference to the changed interpretation of the document as a direct result of the Civil War and nothing more.

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Bacon's Military Map of America

GRADE 11

This map depicts the states that gave allegiance to the Confederacy versus those who remained loyal to the Union.

1s BACON'S MILITARY MAP OF AMERICA. 1s

Bacon's Military map of the United States showing forts and fortifications marked by small flags. "Free or non-slaveholding states" are colored green, "border slave states" are yellow, and "seceded or Confederate States" are pink. Description derived from published bibliography (Bacon and Company, London 1862). Courtesy of the Library of Congress. G3701.S5 1862. B3 CW 24

GRADE 11

Teacher's Note:

Vocabulary: the following words can be used for a vocabulary lesson. Team up with the English teacher on this project.

Name: ____________________

Date Due: ____________________

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Vocabulary
South Carolina and Texas

FORBEARANCE: ____________________

PURSUANCE: ____________________

COMPACT: ____________________

ACCEDE: ____________________

ARBITER: ____________________

EVINCED: ____________________

TRIBUNALS: ____________________

RENDITION: ____________________

EMISSARIES: ____________________

SUBVERTING: ____________________

SANCTION: ____________________

ANNEXATION: ____________________

FORAYS: ____________________

ADVERT: ____________________

AMITY: ____________________

COMITY: ____________________

FIREBRAND: ____________________

EXACTIONS: ____________________

SEDITIOUS: ____________________

ABROGATED: ____________________

Name: ______________________

GRADE 11

Date Due: ______________________

Vocabulary

Mississippi and Georgia

CONSUMMATION: ______________________

SUBVERTED: ______________________

INCENDIARISM: ______________________

INDUBITABLE: ______________________

AGGRANDIZEMENT: ______________________

CLAMORED: ______________________

MOLLIFIED: ______________________

ACQUIESCENCE: ______________________

CLAMOROUS: ______________________

IMPREGNABLE: ______________________

PROTRACTED: ______________________

VENERABLE: ______________________

CARDINAL: ______________________

REFUTATION: ______________________

USURPATION: ______________________

ADMONISHES: ______________________

AMBIGUITY: ______________________

PUNIC: ______________________

REVILINGS: ______________________

IMPUNITY: ______________________

Is Secession Constitutional?

GRADE 11

> "We must settle this question now, whether in a free government the minority have the right to break up the government whenever they choose."
>
> – *Abraham Lincoln, 1861*

> "It is known to senators who have served with me here that I have for many years advocated, as an essential attribute of state sovereignty, the right of a state to secede from the Union."
>
> – *Jefferson Davis as he resigned his seat in the Senate*

You have been assigned a reading in which various Southern states explain their reasons for seceding from the Union. Use the points in your reading for tomorrow's debate.

★ Take notes in the margins to help you understand your reading.

Declaration of Causes

GRADE 11

South Carolina

Notes:

Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union

Wanted to secede in 1852 but was persuaded not to

"The people of the State of South Carolina, in Convention assembled, on the 26th day of April, A.D., 1852, declared that the frequent violations of the Constitution of the United States, by the Federal Government, and its encroachments upon the reserved rights of the States, fully justified this State in then withdrawing from the Federal Union; but in deference to the opinions and wishes of the other slaveholding States, she forbore at that time to exercise this right. Since that time, these encroachments have continued to increase, and further forbearance ceases to be a virtue.

Telling the world why it seceded.

And now the State of South Carolina having resumed her separate and equal place among nations, deems it due to herself, to the remaining United States of America, and to the nations of the world, that she should declare the immediate causes which have led to this act.

In the year 1765, that portion of the British Empire embracing Great Britain, undertook to make laws for the government of that portion composed of the thirteen American Colonies. A struggle for the right of self-government ensued, which resulted, on the 4th of July, 1776, in a Declaration, by the Colonies, 'that they are, and of right ought to be, FREE AND INDEPENDENT STATES; and that, as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do.'

They further solemnly declared that whenever any "form of government becomes destructive of the ends for which it was established, it is the right of the people to alter or abolish it, and to institute a new government." Deeming the Government of Great Britain to have become destructive of these ends, they declared that the Colonies 'are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.'

In pursuance of this Declaration of Independence, each of the thirteen States proceeded to exercise its separate sovereignty; adopted for itself a Constitution, and appointed officers for the administration of government in all its departments- Legislative, Executive and Judicial. For purposes of defense, they united their arms and their counsels; and, in 1778, they entered into a League known as the Articles of Confederation, whereby they agreed to entrust the administration of their external relations to a common agent, known as the Congress of the United States, expressly declaring, in the first Article "that each State retains its sovereignty, freedom and independence, and every power, jurisdiction and right which is not, by this Confederation, expressly delegated to the United States in Congress assembled."

Under this Confederation the war of the Revolution was carried on, and on the 3rd of September, 1783, the contest ended, and a definite Treaty was signed by Great Britain, in which she acknowledged the independence of the Colonies in the following terms: 'ARTICLE 1- His Britannic Majesty acknowledges the said United States, viz: New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and

Georgia, to be FREE, SOVEREIGN AND INDEPENDENT STATES; that he treats with them as such; and for himself, his heirs and successors, relinquishes all claims to the government, propriety and territorial rights of the same and every part thereof.'
Thus were established the two great principles asserted by the Colonies, namely: the right of a State to govern itself; and the right of a people to abolish a Government when it becomes destructive of the ends for which it was instituted. And concurrent with the establishment of these principles, was the fact, that each Colony became and was recognized by the mother Country a FREE, SOVEREIGN AND INDEPENDENT STATE.

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In 1787, Deputies were appointed by the States to revise the Articles of Confederation, and on 17th September, 1787, these Deputies recommended for the adoption of the States, the Articles of Union, known as the Constitution of the United States.

The parties to whom this Constitution was submitted, were the several sovereign States; they were to agree or disagree, and when nine of them agreed the compact was to take effect among those concurring; and the General Government, as the common agent, was then invested with their authority.

If only nine of the thirteen States had concurred, the other four would have remained as they then were- separate, sovereign States, independent of any of the provisions of the Constitution. In fact, two of the States did not accede to the Constitution until long after it had gone into operation among the other eleven; and during that interval, they each exercised the functions of an independent nation.

By this Constitution, certain duties were imposed upon the several States, and the exercise of certain of their powers was restrained, which necessarily implied their continued existence as sovereign States. But to remove all doubt, an amendment was added, which declared that the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States, respectively, or to the people. On the 23d May, 1788, South Carolina, by a Convention of her People, passed an Ordinance assenting to this Constitution, and afterwards altered her own Constitution, to conform herself to the obligations she had undertaken.

Thus was established, by compact between the States, a Government with definite objects and powers, limited to the express words of the grant. This limitation left the whole remaining mass of power subject to the clause reserving it to the States or to the people, and rendered unnecessary any specification of reserved rights.

We hold that the Government thus established is subject to the two great principles asserted in the Declaration of Independence; and we hold further, that the mode of its formation subjects it to a third fundamental principle, namely: the law of compact. We maintain that in every compact between two or more parties, the obligation is mutual; that the failure of one of the contracting parties to perform a material part of the agreement, entirely releases the obligation of the other; and that where no arbiter is provided, each party is remitted to his own judgment to determine the fact of failure, with all its consequences.

In the present case, that fact is established with certainty. We assert that fourteen of the States have deliberately refused, for years past, to fulfill their constitutional obligations, and we refer to their own Statutes for the proof.

The Constitution of the United States, in its fourth Article, provides as follows: "No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up, on claim of the party to whom such service or labor may be due."

This stipulation was so material to the compact, that without it that compact would not have been made. The greater number of the contracting parties held slaves, and they had previously evinced their estimate of the value of such a stipulation by making it a condition in the Ordinance for the government of the territory ceded by Virginia, which now composes the States north of the Ohio River.

The same article of the Constitution stipulates also for rendition by the several States of fugitives from justice from the other States.

The General Government, as the common agent, passed laws to carry into effect these stipulations of the States. For many years these laws were executed. But an increasing hostility on the part of the non-slaveholding States to the institution of slavery, has led to a disregard of their obligations, and the laws of the General Government have ceased to effect the objects of the Constitution. The States of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, Illinois, Indiana, Michigan, Wisconsin and Iowa, have enacted laws which either nullify the Acts of Congress or render useless any attempt to execute them. In many of these States the fugitive is discharged from service or labor claimed, and in none of them has the State Government complied with the stipulation made in the Constitution. The State of New Jersey, at an early day, passed a law in conformity with her constitutional obligation; but the current of anti-slavery feeling has led her more recently to enact laws which render inoperative the remedies provided by her own law and by the laws of Congress. In the State of New York even the right of transit for a slave has been denied by her tribunals; and the States of Ohio and Iowa have refused to surrender to justice fugitives charged with murder, and with inciting servile insurrection in the State of Virginia. Thus the constituted compact has been deliberately broken and disregarded by the non-slaveholding States, and the consequence follows that South Carolina is released from her obligation.

The ends for which the Constitution was framed are declared by itself to be 'to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity.'

These ends it endeavored to accomplish by a Federal Government, in which each State was recognized as an equal, and had separate control over its own institutions. The right of property in slaves was recognized by giving to free persons distinct political rights, by giving them the right to represent, and burthening them with direct taxes for three-fifths of their slaves; by authorizing the importation of slaves for twenty years; and by stipulating for the rendition of fugitives from labor.

We affirm that these ends for which this Government was instituted have been defeated, and the Government itself has been made destructive of them by the action of the non-slaveholding States. Those States have assumed the right of deciding upon the propriety of our domestic institutions; and have denied the rights of property established in fifteen of the States and recognized by the Constitution; they have denounced as sinful the institution of slavery; they have permitted open establishment among them of societies, whose avowed object is to disturb the peace and to eloign the property of the citizens of other States. They have encouraged and assisted thousands of our slaves to leave their homes; and those who remain, have been incited by emissaries, books and pictures to servile insurrection.

For twenty-five years this agitation has been steadily increasing, until it has now secured to its aid the power of the common Government. Observing the *forms* [emphasis in the original] of the Constitution, a sectional party has found within that Article establishing the Executive Department, the means of subverting the Constitution itself. A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States, whose opinions and purposes are hostile to slavery. He is to be entrusted with the administration of the common Government, because he has declared that that "Government cannot endure permanently half slave, half free," and that the public mind must rest in the belief that slavery is in the course of ultimate extinction.

This sectional combination for the submersion of the Constitution, has been aided in some of the States by elevating to citizenship, persons who, by the supreme law of the land, are incapable of becoming citizens; and their votes have been used to inaugurate a new policy, hostile to the South, and destructive of its beliefs and safety.

On the 4th day of March next, this party will take possession of the Government. It has announced that the South shall be excluded from the common territory, that the judicial tribunals shall be made sectional, and that a war must be waged against slavery until it shall cease throughout the United States.

The guaranties of the Constitution will then no longer exist; the equal rights of the States will be lost. The slaveholding States will no longer have the power of self-government, or self-protection, and the Federal Government will have become their enemy.

Sectional interest and animosity will deepen the irritation, and all hope of remedy is rendered vain, by the fact that public opinion at the North has invested a great political error with the sanction of more erroneous religious belief.

We, therefore, the People of South Carolina, by our delegates in Convention assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, have solemnly declared that the Union heretofore existing between this State and the other States of North America, is dissolved, and that the State of South Carolina has resumed her position among the nations of the world, as a separate and independent State; with full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do."

Adopted December 24, 1860

[Committee signatures]

— *J.A. May & J.R. Faunt, *South Carolina Secedes* (U. of S. Car. Pr, 1960), pp. 76-81*

Mississippi

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A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union.

"In the momentous step which our State has taken of dissolving its connection with the government of which we so long formed a part, it is but just that we should declare the prominent reasons which have induced our course.

Mississippi depends on slavery.

Choices: get rid of slavery, or get rid of Union.

Our position is thoroughly identified with the institution of slavery— the greatest material interest of the world. Its labor supplies the product which constitutes by far the largest and most important portions of commerce of the earth. These products are peculiar to the climate verging on the tropical regions, and by an imperious law of nature, none but the black race can bear exposure to the tropical sun. These products have become necessities of the world, and a blow at slavery is a blow at commerce and civilization. That blow has been long aimed at the institution, and was at the point of reaching its consummation. There was no choice left us but submission to the mandates of abolition, or a dissolution of the Union, whose principles had been subverted to work out our ruin.

That we do not overstate the dangers to our institution, a reference to a few facts will sufficiently prove.

The hostility to this institution commenced before the adoption of the Constitution, and was manifested in the well-known Ordinance of 1787, in regard to the Northwestern Territory.

The feeling increased, until, in 1819-20, it deprived the South of more than half the vast territory acquired from France.

The same hostility dismembered Texas and seized upon all the territory acquired from Mexico.

It has grown until it denies the right of property in slaves, and refuses protection to that right on the high seas, in the Territories, and wherever the government of the United States had jurisdiction.

It refuses the admission of new slave States into the Union, and seeks to extinguish it by confining it within its present limits, denying the power of expansion.

It tramples the original equality of the South under foot.

It has nullified the Fugitive Slave Law in almost every free State in the Union, and has utterly broken the compact which our fathers pledged their faith to maintain.

It advocates Negro equality, socially and politically, and promotes insurrection and incendiarism in our midst.

It has enlisted its press, its pulpit and its schools against us, until the whole popular mind of the North is excited and inflamed with prejudice.

It has made combinations and formed associations to carry out its schemes of emancipation in the States and wherever else slavery exists.

It seeks not to elevate or to support the slave, but to destroy his present condition without providing a better.

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It has invaded a State, and invested with the honors of martyrdom the wretch whose purpose was to apply flames to our dwellings, and the weapons of destruction to our lives.

It has broken every compact into which it has entered for our security.

It has given indubitable evidence of its design to ruin our agriculture, to prostrate our industrial pursuits and to destroy our social system.

It knows no relenting or hesitation in its purposes; it stops not in its march of aggression, and leaves us no room to hope for cessation or for pause.

It has recently obtained control of the Government, by the prosecution of its unhallowed schemes, and destroyed the last expectation of living together in friendship and brotherhood.

Utter subjugation awaits us in the Union, if we should consent longer to remain in it. It is not a matter of choice, but of necessity. We must either submit to degradation, and to the loss of property worth four billions of money, or we must secede from the Union framed by our fathers, to secure this as well as every other species of property. For far less cause than this, our fathers separated from the Crown of England.

Our decision is made. We follow their footsteps. We embrace the alternative of separation; and for the reasons here stated, we resolve to maintain our rights with the full consciousness of the justice of our course, and the undoubting belief of our ability to maintain it."

— *"Journal of the State Convention", (Jackson, MS: E. Barksdale, State Printer, 1861), pp. 86-88*

Georgia

GRADE 11

Slavery has been an issue for at least the past 10 years.

Northern refusal to play by the (Constitutional) rules – North is hostile to slave-holding.

Recent events:

"The people of Georgia having dissolved their political connection with the Government of the United States of America, present to their confederates and the world the causes which have led to the separation. For the last ten years we have had numerous and serious causes of complaint against our non-slave-holding confederate States with reference to the subject of African slavery. They have endeavored to weaken our security, to disturb our domestic peace and tranquility, and persistently refused to comply with their express constitutional obligations to us in reference to that property, and by the use of their power in the Federal Government have striven to deprive us of an equal enjoyment of the common Territories of the Republic. This hostile policy of our confederates has been pursued with every circumstance of aggravation which could arouse the passions and excite the hatred of our people, and has placed the two sections of the Union for many years past in the condition of virtual civil war. Our people, still attached to the Union from habit and national traditions, and averse to change, hoped that time, reason, and argument would bring, if not redress, at least exemption from further insults, injuries, and dangers. Recent events have fully dissipated all such hopes and demonstrated the necessity of separation. Our Northern confederates, after a full and calm hearing of all the facts, after a fair warning of our purpose not to submit to the rule of the authors of all these wrongs and injuries, have by a large majority committed the Government of the United States into their hands. The people of Georgia, after an equally full and fair and deliberate hearing of the case, have declared with equal firmness that they shall not rule over them. A brief history of the rise, progress, and policy of anti-slavery and the political organization into whose hands the administration of the Federal Government has been committed will fully justify the pronounced verdict of the people of Georgia. The party of Lincoln, called the Republican party, under its present name and organization, is of recent origin. It is admitted to be an anti-slavery party. While it attracts to itself by its creed the scattered advocates of exploded political heresies, of condemned theories in political economy, the advocates of commercial restrictions, of protection, of special privileges, of waste and corruption in the administration of Government, anti-slavery is its mission and its purpose. By anti-slavery it is made a power in the state. The question of slavery was the great difficulty in the way of the formation of the Constitution. While the subordination and the political and social inequality of the African race was fully conceded by all, it was plainly apparent that slavery would soon disappear from what are now the non-slave-holding States of the original thirteen. The opposition to slavery was then, as now, general in those States and the Constitution was made with direct reference to that fact. But a distinct abolition party was not formed in the United States for more than half a century after the Government went into operation. The main reason was that the North, even if united, could not control both branches of the Legislature during any portion of that time. Therefore such an organization must have resulted either in utter failure or in the total overthrow of the Government. The material prosperity of the North was greatly dependent on the Federal Government; that of the South not at all. In the first years of the Republic the navigating, commercial, and manufacturing interests of the North began to seek profit and aggrandizement at the expense of the agricultural interests. Even the owners of fishing smacks sought and obtained bounties for pursuing their own business (which yet continue), and $500,000 is now paid them annually out of the Treasury. The navigating interests begged for protection against foreign shipbuilders and against competition in the coasting trade. Congress granted both requests, and by prohibitory acts gave an absolute monopoly of this business to each of their interests, which they enjoy without diminution to this day. Not content with these great and unjust advantages, they have sought to throw the legitimate burden of their business as much as possible upon the public; they have succeeded in throwing the cost of light-houses, buoys, and the maintenance of their seamen upon the Treasury, and the Government now pays above $2,000,000 annually for the support of these objects. These interests, in connection with the commercial and manufactur-

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ing classes, have also succeeded, by means of subventions to mail steamers and the reduction in postage, in relieving their business from the payment of about $7,000,000 annually, throwing it upon the public Treasury under the name of postal deficiency. The manufacturing interests entered into the same struggle early, and has clamored steadily for Government bounties and special favors. This interest was confined mainly to the Eastern and Middle non-slaveholding States. Wielding these great States it held great power and influence, and its demands were in full proportion to its power. The manufacturers and miners wisely based their demands upon special facts and reasons rather than upon general principles, and thereby mollified much of the opposition of the opposing interest. They pleaded in their favor the infancy of their business in this country, the scarcity of labor and capital, the hostile legislation of other countries toward them, the great necessity of their fabrics in the time of war, and the necessity of high duties to pay the debt incurred in our war for independence. These reasons prevailed, and they received for many years enormous bounties by the general acquiescence of the whole country.

But when these reasons ceased they were no less clamorous for Government protection, but their clamors were less heeded- the country had put the principle of protection upon trial and condemned it. After having enjoyed protection to the extent of from 15 to 200 per cent. upon their entire business for above thirty years, the act of 1846 was passed. It avoided sudden change, but the principle was settled, and free trade, low duties, and economy in public expenditures was the verdict of the American people. The South and the Northwestern States sustained this policy. There was but small hope of its reversal; upon the direct issue, none at all.

All these classes saw this and felt it and cast about for new allies. The anti-slavery sentiment of the North offered the best chance for success. An anti-slavery party must necessarily look to the North alone for support, but a united North was now strong enough to control the Government in all of its departments, and a sectional party was therefore determined upon. Time and issues upon slavery were necessary to its completion and final triumph. The feeling of anti-slavery, which it was well known was very general among the people of the North, had been long dormant or passive; it needed only a question to arouse it into aggressive activity. This question was before us. We had acquired a large territory by successful war with Mexico; Congress had to govern it; how, in relation to slavery, was the question then demanding solution. This state of facts gave form and shape to the anti-slavery sentiment throughout the North and the conflict began. Northern anti-slavery men of all parties asserted the right to exclude slavery from the territory by Congressional legislation and demanded the prompt and efficient exercise of this power to that end. This insulting and unconstitutional demand was met with great moderation and firmness by the South. We had shed our blood and paid our money for its acquisition; we demanded a division of it on the line of the Missouri restriction or an equal participation in the whole of it. These propositions were refused, the agitation became general, and the public danger was great. The case of the South was impregnable. The price of the acquisition was the blood and treasure of both sections - of all, and, therefore, it belonged to all upon the principles of equity and justice.

The Constitution delegated no power to Congress to exclude either party from its free enjoyment; therefore our right was good under the Constitution. Our rights were further fortified by the practice of the Government from the beginning. Slavery was forbidden in the country northwest of the Ohio River by what is called the ordinance of 1787. That ordinance was adopted under the old confederation and by the assent of Virginia, who owned and ceded the country, and therefore this case must stand on its own special circumstances. The Government of the United States claimed territory by virtue of the treaty of 1783 with Great Britain, acquired territory by cession from Georgia and North Carolina, by treaty from

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France, and by treaty from Spain. These acquisitions largely exceeded the original limits of the Republic. In all of these acquisitions the policy of the Government was uniform. It opened them to the settlement of all the citizens of all the States of the Union. They emigrated thither with their property of every kind (including slaves). All were equally protected by public authority in their persons and property until the inhabitants became sufficiently numerous and otherwise capable of bearing the burdens and performing the duties of self-government, when they were admitted into the Union upon equal terms with the other States, with whatever republican constitution they might adopt for themselves.

Under this equally just and beneficent policy law and order, stability and progress, peace and prosperity marked every step of the progress of these new communities until they entered as great and prosperous commonwealths into the sisterhood of American States. In 1820 the North endeavored to overturn this wise and successful policy and demanded that the State of Missouri should not be admitted into the Union unless she first prohibited slavery within her limits by her constitution. After a bitter and protracted struggle the North was defeated in her special object, but her policy and position led to the adoption of a section in the law for the admission of Missouri, prohibiting slavery in all that portion of the territory acquired from France lying North of 36 [degrees] 30 [minutes] north latitude and outside of Missouri. The venerable Madison at the time of its adoption declared it unconstitutional. Mr. Jefferson condemned the restriction and foresaw its consequences and predicted that it would result in the dissolution of the Union. His prediction is now history. The North demanded the application of the principle of prohibition of slavery to all of the territory acquired from Mexico and all other parts of the public domain then and in all future time. It was the announcement of her purpose to appropriate to herself all the public domain then owned and thereafter to be acquired by the United States. The claim itself was less arrogant and insulting than the reason with which she supported it. That reason was her fixed purpose to limit, restrain, and finally abolish slavery in the States where it exists. The South with great unanimity declared her purpose to resist the principle of prohibition to the last extremity. This particular question, in connection with a series of questions affecting the same subject, was finally disposed of by the defeat of prohibitory legislation.

The Presidential election of 1852 resulted in the total overthrow of the advocates of restriction and their party friends. Immediately after this result the anti-slavery portion of the defeated party resolved to unite all the elements in the North opposed to slavery an to stake their future political fortunes upon their hostility to slavery everywhere. This is the party two whom the people of the North have committed the Government. They raised their standard in 1856 and were barely defeated. They entered the Presidential contest again in 1860 and succeeded.

The prohibition of slavery in the Territories, hostility to it everywhere, the equality of the black and white races, disregard of all constitutional guarantees in its favor, were boldly proclaimed by its leaders and applauded by its followers.

With these principles on their banners and these utterances on their lips the majority of the people of the North demand that we shall receive them as our rulers.

The prohibition of slavery in the Territories is the cardinal principle of this organization.

For forty years this question has been considered and debated in the halls of Congress, before the people, by the press, and before the tribunals of justice. The majority of the people of the North in 1860 decided it in their own favor. We refuse to submit to that judgment, and in vindication of our refusal we offer the Constitution of our country and point to the total absence of any express power to exclude us. We offer the practice of our Government for the first thirty years of its existence in complete refutation of the position that any such power is either necessary or proper to the execution of any other power in relation to the Territories. We offer the judgment of a large minority of the people of the North, amounting to more than one-third, who united with the unanimous voice of the South against this usurpation; and, finally, we offer the judgment of the Supreme Court of the United States, the highest judicial tribunal of our country, in our favor. This evidence ought to be conclusive that we have never surrendered this right. The conduct of our adversaries admonishes us that if we had surrendered it, it is time to resume it.

The faithless conduct of our adversaries is not confined to such acts as might aggrandize themselves or their section of the Union. They are content if they can only injure us. The Constitution declares that persons charged with crimes in one State and fleeing to another shall be delivered up on the demand of the executive authority of the State from which they may flee, to be tried in the jurisdiction where the crime was committed. It would appear difficult to employ language freer from ambiguity, yet for above twenty years the non-slave-holding States generally have wholly refused to deliver up to us persons charged with crimes affecting slave property. Our confederates, with punic faith, shield and give sanctuary to all criminals who seek to deprive us of this property or who use it to destroy us. This clause of the Constitution has no other sanction than their good faith; that is withheld from us; we are remediless in the Union; out of it we are remitted to the laws of nations.

A similar provision of the Constitution requires them to surrender fugitives from labor. This provision and the one last referred to were our main inducements for confederating with the Northern States. Without them it is historically true that we would have rejected the Constitution. In the fourth year of the Republic Congress passed a law to give full vigor and efficiency to this important provision. This act depended to a considerable degree upon the local magistrates in the several States for its efficiency. The non-slave-holding States generally repealed all laws intended to aid the execution of that act, and imposed penalties upon those citizens whose loyalty to the Constitution and their oaths might induce them to discharge their duty. Congress then passed the act of 1850, providing for the complete execution of this duty by Federal officers. This law, which their own bad faith rendered absolutely indispensible for the protection of constitutional rights, was instantly met with ferocious revilings and all conceivable modes of hostility. The Supreme Court unanimously, and their own local courts with equal unanimity (with the single and temporary exception of the supreme court of Wisconsin), sustained its constitutionality in all of its provisions. Yet it stands to-day a dead letter for all practicable purposes in every non-slave-holding State in the Union. We have their convenants, we have their oaths to keep and observe it, but the unfortunate claimant, even accompanied by a Federal officer with the mandate of the highest judicial authority in his hands, is everywhere met with fraud, with force, and with legislative enactments to elude, to resist, and defeat him. Claimants are murdered with impunity; officers of the law are beaten by frantic mobs instigated by inflammatory appeals from persons holding the highest public employment in these States, and supported by legislation in conflict with the clearest provisions of the Constitution, and even the ordinary principles of humanity. In several of our confederate States a citizen cannot travel the highway with his servant who may voluntarily accompany him, without being declared by law a felon and being subjected to infamous punishments. It is difficult to perceive how we could suffer more by the hostility than by the fraternity of such brethren.

The public law of civilized nations requires every State to restrain its citizens or subjects from committing acts injurious to the peace and security of any other State and from attempting to excite insurrection, or to lessen the security, or to disturb the tranquillity of their neighbors, and our Constitution wisely gives Congress the power to punish all offenses against the laws of nations.

GRADE 11

These are sound and just principles which have received the approbation of just men in all countries and all centuries; but they are wholly disregarded by the people of the Northern States, and the Federal Government is impotent to maintain them. For twenty years past the abolitionists and their allies in the Northern States have been engaged in constant efforts to subvert our institutions and to excite insurrection and servile war among us. They have sent emissaries among us for the accomplishment of these purposes. Some of these efforts have received the public sanction of a majority of the leading men of the Republican party in the national councils, the same men who are now proposed as our rulers. These efforts have in one instance led to the actual invasion of one of the slave-holding States, and those of the murderers and incendiaries who escaped public justice by flight have found fraternal protection among our Northern confederates.

These are the same men who say the Union shall be preserved.

Such are the opinions and such are the practices of the Republican party, who have been called by their own votes to administer the Federal Government under the Constitution of the United States. We know their treachery; we know the shallow pretenses under which they daily disregard its plainest obligations. If we submit to them it will be our fault and not theirs. The people of Georgia have ever been willing to stand by this bargain, this contract; they have never sought to evade any of its obligations; they have never hitherto sought to establish any new government; they have struggled to maintain the ancient right of themselves and the human race through and by that Constitution. But they know the value of parchment rights in treacherous hands, and therefore they refuse to commit their own to the rulers whom the North offers us. Why? Because by their declared principles and policy they have outlawed $3,000,000,000 of our property in the common territories of the Union; put it under the ban of the Republic in the States where it exists and out of the protection of Federal law everywhere; because they give sanctuary to thieves and incendiaries who assail it to the whole extent of their power, in spite of their most solemn obligations and covenants; because their avowed purpose is to subvert our society and subject us not only to the loss of our property but the destruction of ourselves, our wives, and our children, and the desolation of our homes, our altars, and our firesides. To avoid these evils we resume the powers which our fathers delegated to the Government of the United States, and henceforth will seek new safeguards for our liberty, equality, security, and tranquillity."

[Approved, Tuesday, January 29, 1861]

— *Official Records, Ser IV, vol. 1, pp. 81-85*

States' Refusal to Supply Troops

GRADE 11

The Union's Request for Troops

War Department
Washington, April 15, 1861

"SIR: Under the act of Congress 'for calling forth the militia to execute the laws of the Union, suppress insurrections, repel invasions," &c, approved February 28, 1795, I have the honor to request Your Excellency to cause to be immediately detached from the militia of your State the quota designated in the table below, to serve as infantry or rifleman, for the period of three months, unless sooner discharged. [...]

Official Records, Series III Vol. 1, Page 69

I have the honor to be, very respectfully, your obedient servant,

SIMON CAMERON,
Secretary of War.

Virginia's Refusal to Supply Troops for the Union

Executive Department,
Richmond, Va., April 16, 1861.

Hon. SIMON CAMERON, Secretary of War:

SIR: I received your telegram of the 15th, the genuineness of which I doubted. Since that time I have received your communication, mailed the same day, in which I am requested to detach from the militia of the State of Virginia "the quota designated in a table" which you append, "to serve as infantry or riflemen for the period of three months, unless sooner discharged."

In reply to this communication I have only to say that the militia of Virginia will not be furnished to the powers at Washington for any such use or purpose as they have in view. Your object is to subjugate the Southern States, and a requisition made upon me for such an object – an object, in my judgment, not within the purview of the Constitution or the act of 1795 – will not be complied with. You have chosen to inaugurate civil war, and having done so, we will meet it in a spirit as determined as the Administration has exhibited toward the South.

Respectfully,
JOHN LETCHER

North Carolina's Refusal to Supply Troops for the Union

GRADE 11

Raleigh, N.C., April 15, 1861.

Hon. SIMON CAMERON,
Secretary of War:

Your dispatch is received, and if genuine, which its extraordinary character leads me to doubt, I have to say in reply that I regard the levy of troops made by the Administration for the purpose of subjugation the States of the South as in violation of the Constitution and a gross usurpation of power. I can be no party to this wicked violation of the laws of the country and to this war upon the liberties of a free people. You can get no troops from North Carolina. I will reply more in detail when your call is received by mail.

JOHN W. ELLIS,
Governor of North Carolina.

Tennessee's Refusal to Supply Troops for the Union

Nashville, Tenn., April 17, 1861.

Hon. SIMON CAMERON,
Secretary of War:

SIR: Your dispatch of 15th instant, informing me that Tennessee is called upon for two regiments of militia for immediate service, is received. Tennessee will not furnish a single man for purpose of coercion, but 50,000, if necessary, for the defense of our rights and those of our Southern brethren.

ISHAM G. HARRIS,
Governor of Tennessee.

Letters of Secession

GRADE 11

Virginia

AN ORDINANCE to repeal the ratification of the Constitution of the United State of America by the State of Virginia, and to resume all the rights and powers granted under said Constitution.

The people of Virginia in their ratification of the Constitution of the United States of America, adopted by them in convention on the twenty-fifth day of June, in the year of our Lord one thousand seven hundred and eighty-eight, having declared that the powers granted under said Constitution were derived from the people of the United States and might be resumed whensoever the same should be perverted to their injury and oppression, and the Federal Government having perverted said powers not only to the injury of the people of Virginia, but to the oppression of the Southern slave-holding States:

Now, therefore, we, the people of Virginia, do declare and ordain, That the ordinance adopted by the people of this State in convention on the twenty-fifth day of June, in the year of our Lord one thousand seven hundred and eighty-eight, whereby the Constitution of the United States of America was ratified, and all acts of the General Assembly of this State ratifying and adopting amendments to said Constitution, are hereby repealed and abrogated; that the union between the State of Virginia and the other States under the Constitution aforesaid is hereby dissolved, and that the State of Virginia is in the full possession and exercise of all the rights of sovereignty which belong and appertain to a free and independent State.

And they do further declare, That said Constitution of the United States of America is no longer binding on any of the citizens of this State.

This ordinance shall take effect and be an act of this day, when ratified by a majority of the voter of the people of this State cast at a poll to be taken thereon on the fourth Thursday in May next, in pursuance of a schedule hereafter to be enacted.

JOHN JANNEY,
President.
JOHN L. EUBANK,
Secretary.

Notes:

The Federal Government is not doing what it is legally allowed to do. It is hurting the South.

Texas

GRADE 11

A Declaration of the Causes which Impel the State of Texas to Secede from the Federal Union.

Prior to 1845, Texas was an independent nation. It joined as an equal state.

"The government of the United States, by certain joint resolutions, bearing date the 1st day of March, in the year A.D. 1845, proposed to the Republic of Texas, then a ***free, sovereign and independent nation*** [emphasis in the original], the annexation of the latter to the former, as one of the co-equal states thereof,

The people of Texas, by deputies in convention assembled, on the fourth day of July of the same year, assented to and accepted said proposals and formed a constitution for the proposed State, upon which on the 29th day of December in the same year, said State was formally admitted into the Confederated Union.

Texas had its own constitution and these guarantees had been continued on statehood.

Slavery was "meant to be."

Slavery and location link Texas to the rest of the South.

Texas abandoned her separate national existence and consented to become one of the Confederated Union to promote her welfare, insure domestic tranquility and secure more substantially the blessings of peace and liberty to her people. She was received into the confederacy with her own constitution, under the guarantee of the federal constitution and the compact of annexation, that she should enjoy these blessings. She was received as a commonwealth holding, maintaining and protecting the institution known as negro slavery - the servitude of the African to the white race within her limits - a relation that had existed from the first settlement of her wilderness by the white race, and which her people intended should exist in all future time. Her institutions and geographical position established the strongest ties between her and other slave-holding States of the confederacy. Those ties have been strengthened by association. But what has been the course of the government of the United States, and of the people and authorities of the non-slave-holding States, since our connection with them?

The controlling majority of the Federal Government, under various pretences and disguises, has so administered the same as to exclude the citizens of the Southern States, unless under odious and unconstitutional restrictions, from all the immense territory owned in common by all the States on the Pacific Ocean, for the avowed purpose of acquiring sufficient power in the common government to use it as a means of destroying the institutions of Texas and her sister slaveholding States.

By the disloyalty of the Northern States and their citizens and the imbecility of the Federal Government, infamous combinations of incendiaries and outlaws have been permitted in those States and the common territory of Kansas to trample upon the federal laws, to war upon the lives and property of Southern citizens in that territory, and finally, by violence and mob law, to usurp the possession of the same as exclusively the property of the Northern States.

The Federal Government, while but partially under the control of these our unnatural and sectional enemies, has for years almost entirely failed to protect the lives and property of the people of Texas against the Indian savages on our border, and more recently against the murderous forays of banditti from the neighboring territory of Mexico; and when our State government has expended large amounts for such purpose, the Federal Government has refuse reimbursement therefor, thus rendering our condition more insecure and harassing than it was during the existence of the Republic of Texas.

These and other wrongs we have patiently borne in the vain hope that a returning sense of justice and humanity would induce a different course of administration.

When we advert to the course of individual non-slave-holding States, and that a majority of their citizens, our grievances assume far greater magnitude.

The States of Maine, Vermont, New Hampshire, Connecticut, Rhode Island, Massachusetts, New York, Pennsylvania, Ohio, Wisconsin, Michigan and Iowa, by solemn legislative enactments, have deliberately, directly or indirectly violated the 3rd clause of the 2nd section of the 4th article [the fugitive slave clause] of the federal constitution, and laws passed in pursuance thereof; thereby annulling a material provision of the compact, designed by its framers to perpetuate the amity between the members of the confederacy and to secure the rights of the slave-holding States in their domestic institutions - a provision founded in justice and wisdom, and without the enforcement of which the compact fails to accomplish the object of its creation. Some of those States have imposed high fines and degrading penalties upon any of their citizens or officers who may carry out in good faith that provision of the compact, or the federal laws enacted in accordance therewith.

In all the non-slave-holding States, in violation of that good faith and comity which should exist between entirely distinct nations, the people have formed themselves into a great sectional party, now strong enough in numbers to control the affairs of each of those States, based upon an unnatural feeling of hostility to these Southern States and their beneficent and patriarchal system of African slavery, proclaiming the debasing doctrine of equality of all men, irrespective of race or color - a doctrine at war with nature, in opposition to the experience of mankind, and in violation of the plainest revelations of Divine Law. They demand the abolition of negro slavery throughout the confederacy, the recognition of political equality between the white and negro races, and avow their determination to press on their crusade against us, so long as a negro slave remains in these States.

For years past this abolition organization has been actively sowing the seeds of discord through the Union, and has rendered the federal congress the arena for spreading firebrands and hatred between the slave-holding and non-slave-holding States.

By consolidating their strength, they have placed the slave-holding States in a hopeless minority in the federal congress, and rendered representation of no avail in protecting Southern rights against their exactions and encroachments.

They have proclaimed, and at the ballot box sustained, the revolutionary doctrine that there is a 'higher law' than the constitution and laws of our Federal Union, and virtually that they will disregard their oaths and trample upon our rights.

They have for years past encouraged and sustained lawless organizations to steal our slaves and prevent their recapture, and have repeatedly murdered Southern citizens while lawfully seeking their rendition.

They have invaded Southern soil and murdered unoffending citizens, and through the press their leading men and a fanatical pulpit have bestowed praise upon the actors and assassins in these crimes, while the governors of several of their States have refused to deliver parties implicated and indicted for participation in such offenses, upon the legal demands of the States aggrieved.

They have, through the mails and hired emissaries, sent seditious pamphlets and papers among us to stir up servile insurrection and bring blood and carnage to our firesides.

They have sent hired emissaries among us to burn our towns and distribute arms and poison to our slaves for the same purpose.

They have impoverished the slave-holding States by unequal and partial legislation, thereby enriching themselves by draining our substance.

They have refused to vote appropriations for protecting Texas against ruthless savages, for the sole reason that she is a slave-holding State.

And, finally, by the combined sectional vote of the seventeen non-slave-holding States, they have elected as president and vice-president of the whole confederacy two men whose chief claims to such high positions are their approval of these long continued wrongs, and their pledges to continue them to the final consummation of these schemes for the ruin of the slave-holding States.

In view of these and many other facts, it is meet that our own views should be distinctly proclaimed.

We hold as undeniable truths that the governments of the various States, and of the confederacy itself, were established exclusively by the white race, for themselves and their posterity; that the African race had no agency in their establishment; that they were rightfully held and regarded as an inferior and dependent race, and in that condition only could their existence in this country be rendered beneficial or tolerable.

That in this free government ***all white men are and of right ought to be entitled to equal civil and political rights*** [emphasis in the original]; that the servitude of the African race, as existing in these States, is mutually beneficial to both bond and free, and is abundantly authorized and justified by the experience of mankind, and the revealed will of the Almighty Creator, as recognized by all Christian nations; while the destruction of the existing relations between the two races, as advocated by our sectional enemies, would bring inevitable calamities upon both and desolation upon the fifteen slave-holding states.

By the secession of six of the slave-holding States, and the certainty that others will speedily do likewise, Texas has no alternative but to remain in an isolated connection with the North, or unite her destinies with the South.

For these and other reasons, solemnly asserting that the federal constitution has been violated and virtually abrogated by the several States named, seeing that the federal government is now passing under the control of our enemies to be diverted from the exalted objects of its creation to those of oppression and wrong, and realizing that our own State can no longer look for protection, but to God and her own sons - We the delegates of the people of Texas, in Convention assembled, have passed an ordinance dissolving all political connection with the government of the United States of America and the people thereof and confidently appeal to the intelligence and patriotism of the freemen of Texas to ratify the same at the ballot box, on the 23rd day of the present month.

Adopted in Convention on the 2nd day of Feby, in the year of our Lord one thousand eight hundred and sixty-one and of the independence of Texas the twenty-fifth.

[Signatures of Delegates]

— E.W. Winkler, ed., "Journal of the Secession Convention of Texas,"61-66

GRADE 11

North Carolina

Letter from W.N. Edwards, President of the North Carolina State Convention, to Jefferson Davis

Raleigh, N.C., May 23, 1861.

His Excellency JEFFERSON DAVIS,
President, Confederate States of America:

SIR: It is made my pleasing duty, as president of the North Carolina State convention, to transmit to you two ordinances, unanimously passed by that body, and I have charged T.B. Venable, Esq. (special messenger), with the delivery of the same. I avail myself of the occasion to express the very high gratification I feel in being able to announce to you the accession of this ancient State to the Confederate States of America; and most devoutly do I pray that this union, strengthened by all the kindred ties of climate, pursuits, and institutions, may perpetually "promote the general welfare and secure the blessings of liberty to our people and their posterity."

To which I beg leave to add assurances of the very high consideration with which I am, your obedient servant,

W.N. EDWARDS,
President of the Convention.

Enclosures:
Ordinance to "dissolve the union between the State of North Carolina and the other States united with her, under the compact of government entitled "The Constitution of the United States."

Ordinance to ratify the Constitution for the Provisional Government of the confederate States of America. Adopted at Montgomery, Alabama, on February 8, 1861. Other states in the Confederacy: South Carolina, Georgia, Florida, Alabama, Mississippi, and Louisiana.

— *Official Records. Series IV, Vol. I, pages 353-354; 335-336*

South Carolina

GRADE 11

This is part of the speech of South Carolina's commissioner to Alabama, Andrew Pickens Calhoun, in the State Capitol to the South Carolina Agricultural Society on November 13, 1860:

> Republicans would inaugurate "a depraved Government" on March 4, he insisted, and they would seek "to seduce the poor, ignorant and stupid nature of the negro in the midst of his home and happiness." Calhoun drew a chilling parallel between the impact of Republican abolitionist propaganda on the slaves of the South and the effect that French Revolutionary rhetoric – specifically the slogan "liberty, equality and fraternity" – had had on the slave population of Haiti. "Well, the [Haitian] negro heard the ill omened words, and he, born in Africa, the slave, whose head was always in danger, perhaps to repair some skull-built wall of a kinky-headed chief, who, hunted down, captured, famished in his native land, could only view his change as a blessed one – he, too, arose, with all the fury of the beast, and scenes were then enacted over a comparatively few planters, that the white fiends [of the North] would delight to see re-enacted now with us." The only way to save the South from a similar fate, he concluded, was 'disentanglement from the North," a separation that had to be 'complete, thorough and radical." [...]
>
> According to the local press, the speech "was listened to with marked attention, and received with loud applause." (*Apostles of Disunion*, 40-41)

Here is part of James L. Orr's address to a mass meeting in South Carolina on November 23, 1860. He was South Carolina's commissioner to Georgia.

> The abolition of slavery would produce ruinous competition between the races, he said, a struggle that would force the white man to enter the poorhouse or flee the country. Emancipation also threatened white South Carolinians with the specter of racial equality – a subject Orr was loath even to mention. He vowed that he "*never would submit* to such equality, equality at the ballot box and jury box, and at the witness stand." With this sort of threat looming over their heads, the white people of his state had no choice but to seek safety outside the Union. (*Apostles of Disunion*, 46)

Alabama

GRADE 11

Letter from secession commissioner John A.Winston, to Governor Moore, regarding Louisiana

January 2, 1861.

His Excellency A.B. MOORE:

SIR: In obedience to your instructions I repaired to the seat of government of the State of Louisiana to confer with the Governor of that State and with the legislative department on the grave and important duty of the slave-holding States in the matter of their rights and honor, so menacingly involved in matters connected with the institution of African slavery. [Due to various factors, he was unable to do so, but managed to meet with several people separately and communicate his mission.]

...The Legislative mind appeared fully alive to the importance and the absolute necessity of the action of the Southern States in resistance of that settled purpose of aggression on our constitutional and inherent natural rights by the majority of the people of the non-slave-holding States of the Federal Union, which purpose and intention has culminated in the election of a man to the Presidency of the United States whose opinions and construction of constitutional duty are wholly incompatible with our safety in a longer union with them. [...]

The State of Louisiana, from the fact that the Mississippi River flows through its extent and debouches through her borders, and that the great commercial depot of that river and its tributaries is the city of New Orleans, occupies a position somewhat more complicated than any other of the Southern States, and may present some cause of delay in the consummation and execution of the purpose of a separation from the Northwestern States and the adoption of a new political status...As a point of policy, it might be advisable for the State of Alabama to announce her intention as a foregone conclusion, a fixed fact, that on a day appointed our relations as a member of the political association known as the United States had ceased, and that Alabama, acting as sovereign for herself in the act of separation, was prepared to form such political relations with States having a community of interest and sympathies as to them may seem just and proper. I feel assured that by such a course of respectful delay on our part other States would more promptly respond to whatever action Alabama may take, and that there is little or no doubt but that Louisiana will cooperate with the States taking action, and so add dignity and importance to the movement which is so essential to secure the respect and recognition of foreign nations and the support of hesitating States...

Trusting that the time has come when not only Alabama but the entire South will prove prepared to vindicate her honor by a fearless assertion of her rights and her determination to enjoy them,

Most respectfully, your obedient servant, &c.,

JOHN A. WINSTON.

Letter from Commissioner David Hubbard to Governor Andrew B. Moore Regarding the possibility of Arkansas seceding from the Union

GRADE 11

Kinloch, Ala.,
January 3, 1860 [1861]

Governor ANDREW B. MOORE:

MY DEAR SIR: On receipt of your letter and appointment as commissioner from Alabama to Arkansas, I repaired at once to Little Rock and presented my credential to the two houses, and also your letter to Governor Rector, by all of whom I was politely received. The governor of Arkansas was every way disposed to further our views, and so were many leading and influential members of each house of the Legislature, but neither are yet ready for action, because they fear the people have not yet made up their minds to go out. The counties bordering on the Indian nations – Creeks, Cherokees, Choctaws, and Chickasaws – would hesitate greatly to vote for secession, and leave those tribes still under the influence of the Government at Washington, from which they receive such large stipends and annuities. These Indians are at a spot very important, in my opinion, in this great sectional controversy, and must be assured that the South will do as well as the North before they could be induced to change their alliances and dependence. [...]

My appointment gave me no authority to speak as to what any State would do, but I spoke freely of what we ought to do. I took the ground that no State which had seceded would ever go back without full power being given to protect themselves by vote against anti-slavery projects and schemes of every kind. I took the position that the Northern people were honest and did fear the Divine displeasure, both in this world and the world to come, by reason of what they considered the national sin of slavery, and that all who agreed with me in a belief of their sincerity must see that we could not remain quietly in the same Government with them. Secondly, if they were dishonest hypocrites, and only lied to impose on others and make them hate us, and used anti-slavery arguments as mere pretexts for the purpose of uniting Northern sentiment against us, with a view to obtain political power and sectional dominion, in that event we ought not to live with them. I desired any Unionist present to controvert either of these positions, which seemed to cover the whole ground. No one attempted either, and I said but little more. I am satisfied, from free conversations with members of all parties and with governor Rector, that Arkansas, when compelled to choose, will side with the Southern States, but at present a majority would vote the Union ticket. Public sentiment is but being formed, but must take that direction.

I have the honor to be, truly, &c.,

DAVID HUBBARD
Official Records, Series IV, Vol. I

Excerpt from a Letter from David Clopton, Alabama's Commissioner to Delaware, to Delaware's Governor William Burton

[…] In the succession of party triumphs and defeats which have marked the political history of the country, the power and patronage of the Executive Department of the Federal Government will on the 4th of March next pass for the first time under the control of a purely sectional party, which has succeeded by a purely sectional vote…the fact that it is a sectional party includes the additional fact that its aim will be, by al the means of legislation and of the administration of the Government, to promote and foster the interests and internal prosperity of one section, and to debase the institutions, weaken the power, and impair the interests of the other section. Its animus, its single bond of union, is hostility to the institution of slavery as it exists in the Southern States. Its members, numbering nearly two millions of voters, as evidenced by the late Presidential election, have been collected from all the other various political organizations, and although disagreeing totally upon other important political principles, have nevertheless ignored all these, and been molded into a compact mass of enmity to this particular institution, upon which depend the domestic, social, and political interests of fifteen States of the Union, and by the convention which framed the Constitution, and by the people of the States by whom it was ordained and established.

The slave-holding states, notwithstanding the vastness of their interests at stake, will be either underrepresented in the Cabinet councils of the incoming Administration or represented by men who sympathize with this party in its purpose. […]

The success of "Republicanism" ignores the sovereignty and disregards the rights of the States by disallowing the concurrent majorities established by the Constitution and perverting the powers of the Federal Government to the redressing of what it may consider to be a wrong in the social, domestic, or local institutions and regulations of any of the States, and by converting that which was intended to be a federal republic into a consolidated, centralized power, a despotism of numbers. Its success destroys the equality of the States by a denial of common and equal rights in the common territories; by the effectual exclusion of any representative voice on behalf of the slave-holding States in the management of a co-ordinate department of the Government, and by the declared intent to administer that department in a manner hostile to their peace, safety, and prosperity.

Its success subverts and defeats the ends of the Constitution. Instead of forming a more perfect union it has dissolved the Union by compelling the secession of one of its members and the anticipated secession of others. Instead of establishing justice it denies justice to fifteen of the States by refusing to admit any more slave States into the Union, and by the enactment of laws to prevent the rendition of fugitive slaves. It endangers instead of insuring domestic tranquility by the possession of channels through which to circulate insurrectionary documents and disseminate insurrectionary sentiments among a hitherto contented servile population. It neglects instead of providing for the common defense by permitting within the limits of some of the States the organization of plans for the armed invasion of others, and by refusing to surrender the criminals when fugitives from justice. It disregards and impairs instead of promoting the general welfare by compassing the destruction of an inestimable amount of property with all its direful consequences. It will rob us of instead of securing to ourselves and our posterity the blessings of liberty by the extinction of a great domestic and social institution, by the overthrow of self-government and the establishment of an equality of races in our midst. Its success overthrows the fundamental principles of the Revolution by denying the freedom of property. This freedom of property is the corner stone of social happiness. […]

You cannot be surprised that, in the opinion of the people of Alabama, the time has arrived

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when imperious necessity and self-preservation require them to exercise their right to abolish the present Government and institute a new one, laying its foundation in such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. [...]

The people of Alabama, however, also understand and will observe the comity which should exist between sovereign States, and especially between the slave-holding States. They fully appreciate the position and condition of the border slave-holding States, and are willing and ready to engage with them in a defense of common rights and safety. Identity of interest is a bond of sympathy. Similar dangers suggest the propriety of similar and simultaneous action, as far as practicable. The withdrawal of all the slave-holding States and the organization of a Southern Confederacy would possess a moral, political, and physical power which no government would dare to oppose. Yet the people of Alabama will not assume or pretend to dictate to the intelligent, brave, and patriotic people of the State of Delaware what course their safety, interests, and honor require them to adopt, believing that they are competent and have the right to decide by and for themselves. They ask only to advise and consult together. [...]

I have the honor to be, very respectfully, sir,

DAVID CLOPTON
Official Records, Series IV, Vol. I, page 34-38

Excerpts from Letter from Stephen Fowler Hale, Alabama's commissioner to Kentucky, To Kentucky Governor Beriah Magoffin

GRADE 11

...Each State, as a sovereign political community, must finally determine these grave issues for itself, yet the identity of interests, sympathy, and institutions, prevailing alike in all of the slave-holding States, in the opinion of Alabama renders it proper that there should be a frank and friendly consultation by each one with her sister Southern States touching their common grievances and the measures necessary to be adopted to protect the interest, honor, and safety of their citizens.

1. The people are the source of all political power, and the primary object of all good governments is to protect the citizen in the enjoyment of life, liberty, and property; and whenever any form of government becomes destructive of these ends, it is the inalienable right and the duty of the people to alter or abolish it.

2. [The purpose of the Constitution was] "to establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to her citizens and their posterity;" and when it is perverted to the destruction of the equality of the States, or substantially fails to accomplish these ends, it fails to achieve the purposes of its creation, and ought to be dissolved.

3. ... When [the powers delegated by the States to the Federal Government] are abused, or used for the destruction of the rights of any State or its citizens, each State has an equal right to judge for itself as well of the violations and infractions of that instrument as of the mode and measure of redress; and if the interest or safety of her citizens demands it, may resume the powers she had delegated without let or hindrance from the Federal Government or any other power on earth.

4. Each state is bound in good faith to observe and keep on her part all the stipulations and covenants inserted for the benefit of other States in the constitutional compact (the only bond of union by which the several States are bound together), and when persistently violated by one party to the prejudice of her sister States, ceases to be obligatory on the States so aggrieved, and they may rightfully declare the compact broken, the union thereby formed dissolved, and stand upon their original rights as sovereign, and independent political communities; and further, that each citizen owes his primary allegiance to the State in which he resides, and hence it is the imperative duty of the State to protect him in the enjoyment of all his constitutional rights, and see to it that they are not denied or withheld from him with impunity by any other State or government. [...]

At the time of the adoption of the Federal Constitution African slavery existed in twelve of the thirteen States. Slaves are recognized both as property and as a basis of political power by the Federal compact, and special provisions are made by that instrument for their protection as property. Under the influences of climate and other causes, slavery has been banished from the Northern States; the slaves themselves have gone into the pockets of their former owners at the North. And in the meantime African slavery has not only become one of the fixed domestic institutions of the Southern states, but forms an important element of their political power, and constitutes the most valuable species of their property, worth, according to recent estimates, not less than $4,000,000,000; forming, in fact, the basis upon which rests the prosperity and wealth of most of these states, and supplying the commerce of the world with its richest freights, and furnishing manufactories of two continents with raw material, and their operatives with bread. It is upon this gigantic interest, this peculiar institution of the South, that the Northern States and their people have been waging an unrelenting and fanatical war for the last quarter of a century; an institution with which is bound up not only the wealth and prosperity of the Southern people, but their very existence as a political community. This war has been waged in every way that human ingenuity, urged on by fanaticism, could suggest. [...]

[He then discusses the Northern failure to obey the Fugitive Slave laws, the fact that John Brown is treated as a martyr, and the election of Lincoln to the presidency.]

If the policy of the Republicans is carried out according to the program indicated by the leaders of the party, and the South submits, degradation and ruin must overwhelm alike all classes of citizens in the Southern States. The slave-holder and non-slave-holder must ultimately share the same fate; all be degraded to a position of equality with free Negroes, stand side by side with them at the polls, and fraternize in all the social relations of life, or else there will be an eternal war of races, desolating the land with blood, and utterly wasting and destroying all the resources of the country. Who can look upon such a picture without a shudder? What Southern man, be he slave-holder or non-slave-holder, can without indignation and horror contemplate the triumph of Negro equality, and see his own sons and daughters in the not distant future associating with free Negroes upon terms of political and social equality, and the white man stripped by the heaven-daring hand of fanaticism of that title to superiority over the black race which God himself has bestowed? [...]

Will the South give up the institution of slavery and consent that her citizens be stripped of their property, her civilization destroyed, the whole land laid waste by fire and sword? It is impossible. She cannot; she will not. Then why attempt longer to hold together hostile States under the stipulation of a violated Constitution? It is impossible. Disunion is inevitable.

[He then urges Kentucky to think about what he's said, and act without hesitation or delay, because delay will be considered a sign of weakness.]

Your obedient servant, &c.,

S.F. HALE,
Commissioner from
the State of Alabama
Official Records, Series IV, Vol. I, pages 4-11

Mississippi

GRADE 11

Here, historian Dr. Charles Dew is describing the address of William L. Harris who spoke at a joint session of the Georgia General Assembly on December 17, 1860. Harris was Mississippi's commissioner to Georgia.

> The triumph of the Republican Party in the recent presidential election revealed a North "more defiant and more intolerant than ever before," Harris insisted. "They have demanded, and now demand, equality between the white and Negro races, under our Constitution; equality in representation, equality in the right of suffrage, equality in the honors and emoluments of office, equality in the social circle, equality in the rights of matrimony," he said. The new administration coming to power on March 4 promised "freedom to the slave, but eternal degradation for you and for us."
>
> Every other issue paled in comparison to the Republican threat to the South's racial order. "Our fathers made this a government for the white man, rejecting the negro, as an ignorant, inferior, barbarian race, incapable of self-government, and not, therefore, entitled to be associated with the white man upon terms of civil, political, or social equality," Harris maintained. Lincoln's administration was determined "to overturn and strike down this great feature of our Union…and to substitute in its stead their new theory of the universal equality of the black and white races."
>
> Under these circumstances the choice for the South was clear: "This *new union* with Lincoln Black Republicans and free negroes, *without slavery*; or, slavery under our old constitutional bond of union, *without* Lincoln Black Republicans, or free negroes either, to molest us." If white Southerners wanted to avoid "submission to negro equality," then "*secession* is inevitable," he told the Georgia legislators. Judge Harris closed his brief address with this peroration:
>
> "Sink or swim, live or die, survive or perish, the part of Mississippi is chosen, *she will never submit* to the principles and policy of this Black Republican Administration.
>
> She had rather see the last of her race, men, women and children, immolated in one common funeral pile [pyre], than see them subjected to the degradation of civil, political and social equality with the negro race." (*Apostles of Disunion*, 29-30)

Here, Dr. Charles Dew describes Judge Alexander Hamilton Handy's address to a crowd of over 1,500 people in December of 1860. Handy was Mississippi's commissioner to Maryland.

GRADE 11

> To the "black republican" claim that "slavery is a sin before God and the world," Handy gave a counterclaim: "Slavery was ordained by God and sanctioned by humanity." Southerners "would not give up their slaves" because to do so would turn "the beautiful cotton fields" of their region into "barren wastes," he said. [...]
>
> "The moment that slavery is pronounced a moral evil – a sin – by the general government," that moment the safety of the rights of the South will be entirely gone." [...]
>
> Handy was convinced that the Republicans would "repeal the laws which prohibit circulation of incendiary documents, so that they many be sent among the slaves to excite them against their masters." The South would be infiltrated with Republican agents...who would "excite the slave to cut the throat of his master." *(Apostles of Disunion, 33)*

Georgia

GRADE 11

Here, historian Dr. Charles Dew describes Henry Lewis Benning's address to the Virginia Convention on February 18, 1861. Benning was Georgia's commissioner to Virginia.

> "What was the reason that induced Georgia to take the step of secession?...This reason may be summed up in a single proposition...It was a conviction, a deep conviction on the part of Georgia, that a separation from the North was the only thing that could prevent the abolition of her slavery. [...]
>
> "...the Black Republican party of the North" embraced "a sentiment of hatred to slavery as extreme as hatred can exist. [...] ...the North has invariably exerted against slavery, all the power which it had at the time." [...]the black race will be in a large majority, and then we will have black governors, black legislatures, black juries, black everything" – a comment the audience greeted with "laughter," according to a reporter present. [...]
>
> War would "break out everywhere like hidden fire from the earth," he predicted, and "a standing army" from the North as well as thousands of Northern "volunteers"...would descend upon the South to assist the slaves engaged in mortal combat with their masters..."We will be overpowered and our men will be compelled to wander like vagabonds all over the earth," he told his audience, "and as for our women, the horrors of their state we cannot contemplate in imagination." [...] We will be completely exterminated," he told the Virginians, "and the land will be left in the possession of the blacks, and it will go back to a wilderness and become another Africa or St. Domingo." (*Apostles of Disunion*, 64-67)

Jefferson Davis

GRADE 11

President of the Confederate States of America
Excerpt from his Address to the Confederate Congress, April 29, 1861

"...The declaration of war made against this Confederacy by Abraham Lincoln, the President of the United States, in his proclamation issued on the 15th day of the present month, rendered it necessary, in my judgment, that you should convene at the earliest practicable moment to devise the measures necessary for the defense of the country...

During the war waged against Great Britain by her colonies on this continent a common danger impelled them to a close alliance and to the formation of a Confederation, by the terms of which the colonies, styling themselves States, entered "*severally* into a firm league of friendship with each other for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other against all force offered to or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever." In order to guard against any misconstruction of their compact the several States made explicit declaration in a distinct article – that "*each* State retains *its* sovereignty, freedom, and independence, and every power, jurisdiction, and right which is not by this Confederation *expressly delegated* to the United States in Congress assembled." [...]

Strange, indeed, must it appear to the impartial observer, but it is none the less true that all these carefully worded clauses proved unavailing to prevent the rise and growth in the Northern States of a political school which has persistently claimed that the government thus formed was not a compact *between* States, but was in effect a national government, set up *above* and *over* the States. An organization created by the States to secure the blessings of liberty and independence against *foreign* aggression has been gradually perverted into a machine for their control in their *domestic* affairs. The *creature* has been exalted above its *creators*; the *principals* have been made subordinate to the *agent* appointed by themselves. [...]

...so utterly have the principles of the Constitution been corrupted in the Northern mind that, in the inaugural address delivered by President Lincoln in March last, he asserts as an axiom, which he plainly deems to be undeniable, that the theory of the Constitution requires that in all cases the majority shall govern; and in another memorable instance the same Chief Magistrate did not hesitate to liken the relations between a State and the United States to those which exist between a county and the State in which it is situated and by which it wwas created. This is the lamentable and fundamental error on which rests the policy that has culminated in his declaration of war against these Confederate States. [...]

[...] When the several States delegated certain powers to the United States Congress, a large portion of the laboring population consisted of African slaves imported into the colonies by the mother country. In twelve out of the thirteen States negro slavery existed, and the right of property in slaves was protected by law. This property was recognized in the Constitution, and provision was made against its loss by the escape of the slave. The increase in the number of slaves by further importation from Africa was also secured by a clause forbidding Congress to prohibit the slave-trade anterior to a certain date, and in no clause can there be found any delegation of power to the Congress authorizing it in any manner to legislate to the prejudice, detriment, or discouragement of the owners of that species of property, or excluding it from the protection of the Government [...]

[Jefferson Davis adds that because its climate was not conducive to slavery, the North then sold its

slaves to the South. The North began a system "hostile" to slavery; attempted to outlaw it, and then did all in its power to make slaves "discontented" so they would revolt. The North also did not obey the Fugitive Slave Law and would not cooperate in the location and return of runaway slaves.]

Finally a great party was organized for the purpose of obtaining the administration of the Government, with the avowed object of using its power for the total exclusion of the slave States from all participation in the benefits of the public domain acquired by all the States in common, whether by conquest or purchase; of surrounding them entirely by States in which slavery should be prohibited; of thus rendering the property in slaves so insecure as to be comparatively worthless, and thereby annihilating in effect property worth thousands of millions of dollars. This party, thus organized, succeeded in the month of November last in the election of its candidate for the Presidency of the United States [...]

[He continues by discussing the benefits of slavery.]

In moral and social condition [slaves] had been elevated from brutal savages into docile, intelligent, and civilized agricultural laborers, and supplied not only with bodily comforts but with careful religious instruction. Under the supervision of a superior race their labor had been so directed as not only to allow a gradual and marked amelioration of their own condition, but to convert hundreds of thousands of square miles of the wilderness into cultivated lands covered with a prosperous people...the productions of the South in cotton, rice, sugar, and tobacco, for the full development and continuance of which the labor of African slaves was and is indispensable, had swollen to an amount which formed nearly three-fourths of the exports of the whole United States and had become absolutely necessary to the wants of civilized man. [...]

[The view that slavery is wrong puts Southern prosperity in peril.]

In the exercise of a right so ancient, so well established, and so necessary for self-preservation, the people of the Confederate States, in their conventions, determined that the wrongs which they had suffered and the evils with which they were menaced required that they should revoke the delegation of powers to the Federal Government which they had ratified in their several conventions. They consequently passed ordinances resuming all their rights as sovereign and independent States and dissolved their connection with the other States of the Union. [...]

[Mr. Davis then discusses the events at Fort Sumter, and Lincoln's call for 75,000 troops to preserve the Union. This, he said, was a declaration of war, and Virginia, North Carolina, Tennessee, Arkansas, Kentucky, and Missouri were right in refusing to comply with Lincoln's request for troops. He announces that Virginia is joining the Confederacy.]

We feel that our cause is just and holy; we protest solemnly in the face of mankind that we desire peace at any sacrifice save that of honor and independence; we seek no conquest, no aggrandizement, no concession of any kind from the States with which we were lately confederated; all we ask is to be let along; that those who never held power over us shall not now attempt our subjugation by arms. This we will, this we must, resist to the direst extremity. The moment that this pretension is abandoned the sword will drop from our grasp, and we shall be ready to enter into treaties of amity and commerce that cannot but be mutually beneficial. So long as this pretension is maintained, with a firm reliance on that Divine Power which covers with its protection the just cause, we will continue to struggle for our inherent right to freedom, independence, and self-government.

JEFFERSON DAVIS
Official Records, Series IV,
Vol. I, pages 256-268

Florida

GRADE 11

Secession Ordinance

ADOPTED JANUARY 11th, 1861.

Whereas all hope of preserving the Union upon terms consistent with the safety and honor of the slaveholding States has been finally dissipated by the recent indications of the strength of the anti-slavery sentiment of the free States; therefore,

Be it resolved by the people of Florida, in Convention assembled, that it is undoubtedly the right of the several States of the Union, at such times, and for such cause as in the opinion of the people of such State, acting in their sovereign capacity, may be just and proper; and, in the opinion of this Convention, the existing causes are such as to compel Florida to proceed to exercise that right.

We, the people of the State of Florida, in Convention assembled, do solemnly ordain, publish and declare that the State of Florida hereby withdraws herself from the Confederacy of States existing under the name of the United States of America, and from the existing Government of the said States; and that all political connection between her and the Government of the said States ought to be, and the same is hereby totally annulled, and said Union of States dissolved; and the State of Florida is hereby declared a sovereign and independent nation; and that all ordinances heretofore adopted, in so far as they create or recognize said Union, are rescinded; and all laws, or parts of laws, of force in this State, in so far as they recognize or assent to said Union, are hereby repealed.

Courtesy of http://www.templeofdemocracy.com/Ordinances.htm

Name: ______________________
Date: ______________________

GRADE 11

Slavery vs. States' Rights

Answer these questions in the space provided below.

1. Write down the arguments that your document makes, if any, supporting slavery as the main cause of the Civil War.

2. Write down the arguments that your document makes, if any, supporting states' rights as the main cause of the Civil War.

3. If you received a document that supports the side you're NOT on, can you think of any arguments that would counteract the points in your document?

GRADE 11

Teacher's Eyes Only

Ask your students to get out their document and assignment sheet from last night. Tell them that they will have 20 minutes to get in their groups to share what they learned from the documents they read and discuss the group's core argument for the debate. When the time is up, have the groups face each other and begin the debate. Let the students know that credit will be given to each student that speaks at least once during the debate, which will last 20 minutes. They are not restricted to making points from their individual document, but that is the general idea. They are encouraged to read a quote from their document to support their point, but it must be SHORT. One side may make a point, and then the other side will be given an opportunity to offer a counter-argument and/or make a new point. When 20 minutes is up, you may declare the winner or declare a tie.

Hand out the homework assignment entitled, "Slavery or States' Rights...My Opinion."

Name: ______________________________
Date: ______________________________

GRADE 11

Slavery or States' Rights...My Opinion

Answer the questions in the space provided below. Attach the paragraph that you wrote concerning what you thought caused the Civil War to this assignment.

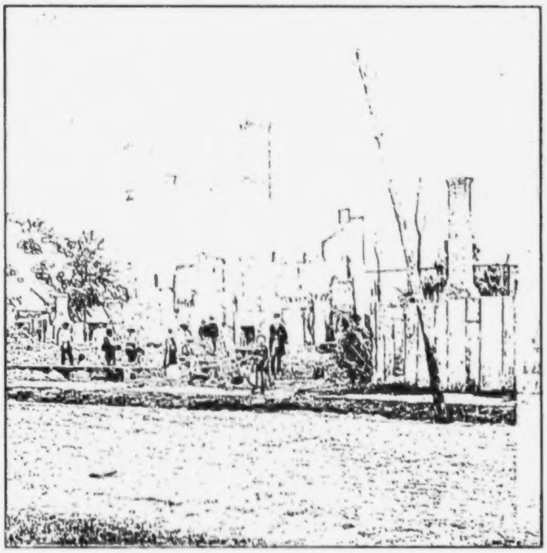
1. After reading your document and listening to the arguments for both sides yesterday, what do *you* think was the main cause of the Civil War? Offer some points to support your opinion.

2. Did your answer change from the paragraph you wrote a few days ago?

3. Why do you think some of the Southerners said that they were fighting for slavery before the war and then after the war, said that they had fought for states' rights?

GRADE 11

War



"Citizens searching the ruins of a Baton Rouge Mansion" Andrew D. Lyttle Collection, Louisiana and Lower Mississippi Valley Collections, LSU Libraries, Louisiana State University

"Eliza, you must not be discouraged. Remember the Sun is never brighter than when it emerges from behind the darkest cloud...."

— Indiana volunteer John Craft, in an encouraging letter to his wife on the war and its outcome, 43
The Civil War's Common Soldier,
National Park Civil War Series,
James I. Robertson, Jr., Eastern National, 1994.

Teacher's Note: Land Advantages

Students will learn the importance of gaining the high ground by a simple exercise conducted on the school's own "high ground"! This lesson is called: "Vicksburg: A Tough Nut to Crack."

Vicksburg: A Tough Nut to Crack

Find a stairwell or staircase in your school. If you don't have a staircase, go to your playground and find a sliding board.

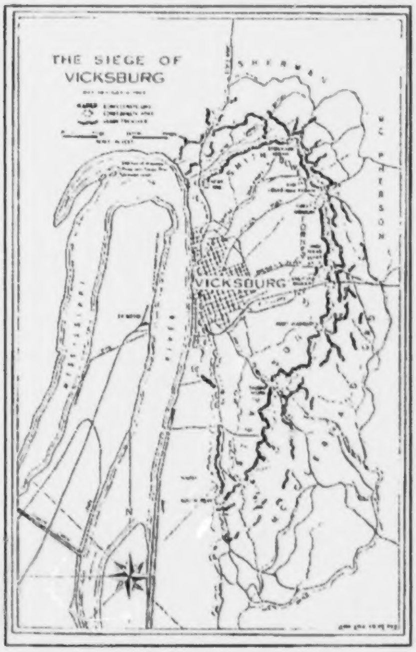
Send one student to the top of the stairs (or sliding board) and one student to the bottom. Give each student a piece of paper that has been tightly crinkled into a ball. Have the student at the top throw the piece of paper and try to hit the student at the bottom. Then have the bottom student try to hit the top student.

Then, have each student switch sides and try the experiment again. Is it easier to hit your target when you are at the bottom or top of the stairs?

If you have access to a staircase or stairwell, have several students stand at the top of the stairs. Tell the students that they are not allowed to move around – they can only stand in one spot. Then give each student several wads of crinkled up paper. Have one student walk quickly across the bottom of the stairwell while the students at the top "fire" their wads of paper at him/her. Did they hit him/her?

Now have the student at the bottom try to "fire" a wad of paper at the students at the top of the stairwell, while he/she is trying not to be hit. How difficult is this?

Now – have the students imagine what it would be like to try to run up the stairs – or up the front of the sliding board – trying not to get hit by the people at the top. Why would this task be difficult? **This is why high ground is so important to a battle.**



Map of the Siege of Vicksburg Courtesy of Vicksburg National Military Park

Get the students settled in the classroom again. Once everybody is quiet, explain that high ground, and location on a river, were very important at Vicksburg.

Vicksburg was extremely important to both the Union and the Confederacy because of its location on the Mississippi River. *Note: The Mississippi River has changed its course since the Civil War – look at a period map to see Vicksburg's true position.*

The Mississippi River was vital for transportation, for moving supplies, for trade, and because it split the Confederacy in half. The Confederacy put several fortresses on the

✓SOME THINGS TO CONSIDER

Find a map of the United States. Where does the Mississippi River begin, in the North? Where does it end, in the South? What rivers flow into the Mississippi? Through which states does the Mississippi flow?

Checking for understanding: why would the Confederates (or anyone!) put fortresses on the highest bank? Why would this be good for the Confederates? Would the forts be easy for the Union to take?

Class discussion: remember the exercise in the stairwell? If the students on the top of the stairwell are Vicksburg, how would you, at the bottom of the stairs, capture Vicksburg? What problems would you have?

✓SOME THINGS TO CONSIDER

What other battle, fought July 1-3, 1863, was a very important victory for the Union? Why?

river – such as Vicksburg, Grand Gulf, and Port Hudson. Whenever they could they put the fortresses on the highest bank overlooking the river. At Vicksburg, the highest bank was on the eastern side.

"Bomb proofs" dug inside of a hill outside a home in Vickburg, Virginia. Courtesy of the Library of Congress, LC-USZc4-7948

Vicksburg is a very important town on the Mississippi. During the Civil War it was a fortress that guarded the river. The Confederacy could shoot down on any enemy boats below. Union General Ulysses S. Grant determined that he would capture the fortress. But how? Vicksburg was located on a hairpin turn high above the river.

Twice, in May 1863, Grant ordered artillery to bombard Vicksburg. Twice, his infantry attacked the fortress from the northeast. And, twice, Confederate forces under General John C. Pemberton drove the Union soldiers back. So, the Confederate fortress at Vicksburg was very successful – because it couldn't be captured by a simple attack.

Then, General Grant decided to put Vicksburg under siege. That meant that no food, supplies, mail, telegraphs, or anything, could get in or out of the city. (If the students put the stairwell "on siege", how long could kids in the stairwell stay there without giving up?) The Union even tried to dig trenches up to the fortress to blow up its defenses. This didn't work either.

The whole time, Union guns fired on Vicksburg and took many casualties. Many civilians lived in caves to be safe from the enemy fire. Eventually, the city began to run out of food and supplies. People began to eat mules and dogs to survive. Sickness was everywhere.

On July 4, 1863, the Confederates in Vicksburg surrendered. This meant that the Union had control of the entire Mississippi River. Because of this, Vicksburg didn't celebrate the Fourth of July again until World War II.

War

GRADE 8

A dead Confederate solider lies in a ditch after the Battle of Petersburg. Courtesy of the Library of Congress, LC-B811-3175

"I have Seen...men rolling in their own blood, Some Shot in one place, Some another....our dead lay in the road and the Rebels in their haste to leave dragged both their baggage wagons and artillery over them and they lay mangled and torn to pieces so that Even friends could not tell them. You can form no idea of a battle field...no pen can describe it. No tongue can tell its horror."

— Maine soldier
The Civil War's Common Soldier,
National Park Civil War Series,
James I. Robertson, Jr., Eastern National, 1994.

Teacher's Note: Land Advantages

Have the students read *Ball's Bluff – What Would You Do?* Pretending that they are the colonel in charge, they will have to *read the land* and decide the best course of military action. Remind your students to answer the questions on a separate sheet of paper. When they are done, give them *Ball's Bluff – What Actually Happened* to see if they would make a good Civil War colonel or not.

Ball's Bluff – What Would You Do?

GRADE 8

Colonel Baker from *Battles and Leaders II*

Throughout this reading, you are assuming the role of Union Colonel Edward Baker, a politician-turned-military-officer. Answer the question on a separate sheet of paper to see if you'd make a good Civil War colonel, or if you should stay at home!

In October of 1861, Brigadier General Stone was ordered to make a *slight demonstration* on the Virginia shore of the Potomac. His goal was to encourage the Confederate troops, who were supposedly leaving Leesburg and traveling South, to get out of the area more quickly. General Stone and his men were on the Maryland shore of the Potomac and they needed to cross over to the Virginia side.

There weren't many large boats in the area, so crossing the river with a large number of men would be a big problem. In addition, there weren't many beaches large enough to land his men. The Confederates defended the largest beach, and the next best option was a narrow piece of land under a bluff, Ball's Bluff, which rose almost 100 feet above the water. There was a very narrow path, wide enough for only one man to walk on it at a time, which led from the beach to the crest of the bluff. At the top, there was an open field that lay in front of a large wooded area.

Stone dispatched two small scouting parties to see if they'd encounter any Confederate resistance from troops that he guessed to be at the top of the bluff. They didn't, and although Stone was worried, he ordered you, Colonel Baker, across the river to investigate the situation further. Your job was to either reinforce the men that were already there or withdraw.

You were happy to be in command at last, as you were anxiously seeking battlefield glory. As you boarded the first boat, you were quoting inspirational poetry and told your subordinate officers to look for the white plume in your hat if they wanted to find the fight. (A bit egotistical of you, don't you think?) As your boat was approaching the beach, you heard firing coming from the top of the bluff, probably between the Union troops that were already there and Confederate forces.

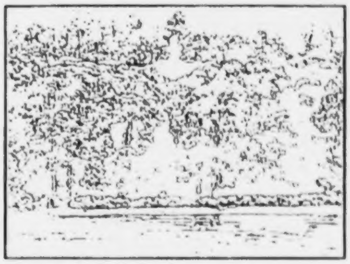
What would you do and why? (While making your strategy, take into account potential Union problems and Confederate advantages, most of which are tied to the land.) When your strategic plan as commanding officer is completed, give your paper to the teacher, and she will hand you a sheet that will explain what Baker decided to do and the ensuing outcome at Ball's Bluff.

For more information, read *Civil War Blunders*, 42-45
The Legacy of Ball's Bluff, Patricia Caldwell, Civil War Interactive, www.civilwarinteractive.com/wcballsbluff.htm.

GRADE 8

Baker's Battlefield Blunder - Ball's Bluff

Baker ordered his entire 1,700-man brigade to cross the river, which was done in shifts, as there weren't enough boats to go all at once. He waited for a large group to land on the beach and then ordered his men to march up the narrow path without sending any scouts ahead to assess the situation. When Baker reached the top of the bluff and located the Union colonel from the scouting parties that were sent earlier, he shook his hand and congratulated him on finding a battle that they could fight. (Hmmm!) Again, Baker did not send out skirmishers to determine the size of the Confederate force, but he gave orders to have the rest of his men land on the beach. Soon, all four regiments had landed, and Baker had yet to realize his dangerous position. A large group of Confederates were hidden in the woods and had all their cannons in a semicircle, trained on the open field where the Federal troops were amassing. (The Confederates had previously intercepted a Union courier and were aware of Federal intentions.)



The cliff at Ball's Bluff.
From *Battles and Leaders II.*

When the last of the Union soldiers had mounted the crest of the bluff, Confederate cannon fire shot from the woods, trapping the unsuspecting Union troops in a deadly crossfire with Confederates at their front and sides and the bluff with a drop of 100 feet at their back. Before long, the Confederates were pushing the Union force backwards. Baker was now frantically ordering his men to hold their position, but that was a difficult task when they had no earthworks, breastworks, underbrush, streams, or log forts... nothing to stabilize their exposed line. By this time, the men of one of the Union's cannon crew were all dead, and when the other cannon was fired, its crew was surprised to see the cannon's recoil send it careening over the cliff. The Union soldiers were pinned between the oncoming Confederates and the bluff.

The Confederates had allowed the Union troops to land on the beach without resistance, luring them to the hopeless position that they now occupied. The Confederates charged the Union troops, and Baker was instantly killed. The Union soldiers were running toward the cliff, some jumping and landing on the bayonets of their comrades who were running down the path. Remember, the path was only big enough for one man at a time. Can you imagine over a thousand men trying to run down a path single file while being fired on from behind? Some of those who jumped landed on rocks, breaking their legs, backs, and smashing their heads. The Confederate soldiers were now at the edge of the cliff, firing and throwing rocks down on the men below.

Some of the Union soldiers had made it to the three boats on the beach (Remember that the soldiers had come over in shifts, so there weren't enough boats to take everyone back at once). The boats were already in the water, headed towards safety, when their comrades swam out and tried to board the full boats. The uninjured soldiers in the water were pulling the wounded soldiers overboard in a desperate struggle for life. The Confederates watched in amazement as the Union men killed each other!

Ball's Bluff, which was only supposed to be a reconnoitering expedition, turned into a deadly fiasco thanks to Baker's over-inflated ego and lack of common sense. The Confederates had shown themselves more skilled at using the battlefield terrain to their advantage. More than 200 Union soldiers were killed or wounded. Another 700 were listed as missing, which meant that they had drowned or had been captured. Confederate casualties amounted to 36 dead and 114 wounded.

For more information, read *Civil War Blunders*, 42-45 *The Legacy of Ball's Bluff*, Patricia Caldwell, Civil War Interactive, www.civilwarinteractive.com/wcballsbluff.htm.

War

GRADE 11

Confederate boy, age 14, lies dead outside bomb proof in trenches of Fort Mahone. Courtesy of the Library of Congress, LC-B8184-318

"Foot to foot, body to body and man to man, they struggled, pushed and strived and killed. Each had rather die than yield. The mass of wounded and heaps of dead entangled the feet of the contestants, and, underneath the trampling mass, wounded men who could no longer stand, struggled, fought, shouted and killed—hatless, coatless, drowned in sweat, black with powder, red with blood, stifling in the horrid heat, parched with smoke and blind with dust, with fiendish yells and strange oaths they blindly plied the work of slaughter."

— The Civil War's Common Soldier,
National Park Civil War Series,
James I. Robertson, Jr., Eastern National, 1994.

GRADE 11

Teacher's Note: Land Advantages

Have the students read *How a Young Girl Saved the Day for a General* and answer the questions.

How a Young Girl Saved the Day for a General

GRADE 11

Do you ever feel like you can't do anything* really *important or make a difference in the world because you're too young? Do you ever feel that there's nothing you could possibly teach an older person? Well, if so, don't underestimate yourself; you have a lot to offer! You just have to believe in yourself and be prepared to help when an opportunity arises. You're never too young to change the world!

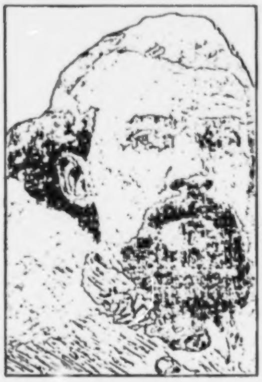
Colonel Abel D. Streight of the 51st Indiana regiment was in charge of carrying out what was referred to as *the Great Plan*. It certainly was one of the most daring plots of the war. The mission was to destroy a railroad in Rome, Georgia that was essential to the Confederacy's war efforts. Getting to the town would be a problem for two reasons: First, the men would have to travel through Tennessee, Mississippi, Alabama, and Georgia, all of which were enemy territory, before reaching Rome. Second, the land to be crossed was rugged, mountainous, and full of rivers. They would have to use mules instead of horses, because horses couldn't travel quickly over uneven land and were more particular about what they ate. Despite the fact that the journey was rough and dangerous, Streight reminded his men of the glory that would be theirs if they destroyed this vital supply line.

Only days after Streight's Independent Provisional Brigade Designed for Special Secret Service (composed of mostly infantrymen and two companies of cavalrymen) began its journey, Confederate General Braxton Bragg was notified that a large group of Union troops was headed in his direction. Bragg had no idea where they were headed or what they planned to achieve, but he sent General Nathan Bedford Forrest and his men to intercept the Union soldiers. By the time Streight had reached Alabama, he was certain that his *lightning brigade* was moving so fast that it would be far ahead of any Confederate troops that might be pursuing it. By this time, Forrest had realized where Streight and his men were headed and for what purpose. He and his small force of cavalrymen rode around the clock to stop Streight and his men.

On April 29, Streight's men were setting up camp at the foot of the pass that would lead them to the top of Sand Mountain. They were unaware that Forrest's men were only four miles behind them. When Streight discovered that Forrest was closing in on him, he devised a plan to ambush the Confederates by hiding artillery pieces behind bushes at the top of Sand Mountain. The plan didn't work as well as Streight had hoped, and the two forces battled for a few days, each determined to reach the railroad first in this race for time. While fighting hand-to-hand on Hog Mountain, Forrest had three horses shot out from under him in a matter of hours. Streight continued to create ambushes, burn bridges, and block trails, yet Forrest and his cavalrymen always managed to make up for their losses.

In a last ditch effort to shake Forrest off his trail, Streight decided to burn the only bridge over Black Creek. After pouring over his maps, he knew that Forrest would have to search for miles to find a safe place to cross the creek and by then, Streight and his men would be well in the lead. His clever plan might have proved successful if Forrest hadn't run into Emma Sansom, a sixteen-year-old girl who lived near the creek and knew the layout of the land well. She was familiar with a hidden trail that led to a section of the creek where the water was low enough to cross safely. Forrest asked for her help, and as Emma was mounting his horse, her mother came running up and frantically demanded to know where she was going. Forrest assured her, answering, "She is going to show me a ford where I can get my men over in time

GRADE 11



General Forrest from *Battles and Leaders.*

to catch those Yankees before they get to Rome. Don't be uneasy; I will bring her back safe." Emma later wrote, "We rode out into a field through which ran a branch or small ravine and along which there was a thick undergrowth that protected us for a while from being seen by the Yankees at the bridge or on the other side of the creek. When we got close to the creek, I said, 'General Forrest, I think we had better get off the horse.'" Forrest did as she asked and followed Emma through the brush on foot. As they were being fired upon by the Union troops, Emma showed Forrest where his men, horses, and artillery pieces could safely cross Black Creek. Before she turned towards home, Forrest asked her name and requested a lock of her hair.

Thanks to Emma, Forrest and his men only lost an hour or two instead of the day or two that Streight had been counting on. Forrest knew that Streight's men outnumbered his own by over two-to-one, so a head-on collision at Rome would certainly be a Union victory. He remembered that in the Bible, Joshua was terribly outnumbered at the Battle of Jericho, but he tricked his enemy into believing that he was in command of a great force. Joshua did this by ordering his men to constantly move around while carrying lights at night, so it appeared that there were many soldiers outside the city. Forrest decided to try a similar plan. When he approached Streight's force, his men pulled a few *Jericho maneuvers*, and Streight surrendered immediately to a body of men that was less than half his size!

Forrest, having saved the Western & Atlantic Railroad, received the gratitude of the Confederate Congress. Emma Sansom, the only woman ever known to ride with Forrest, was honored as well. Emma cherished a quick note that Forrest had left for her on the day she assisted him, which happens to be the only remaining piece of writing by Forrest from the Civil War. The note read: *Hed Quartes in Saddle. May 2 1863. My highest Regards to miss Ema Sanson, for her Gallant conduct while my force was Skirmishing with the Federals across Black Creek near Gadsden alabama NB Forrest, Brig Genl comding N. ala-*

Amazing Women of the Civil War: Fascinating True Stories of Women Who Made a Difference... Webb Garrison, Rutledge Hill Press, Nashville, Tennessee, 1999.

Please answer the following questions on a separate sheet of paper:

GRADE 11

1. In what way did land pose problems throughout this journey?

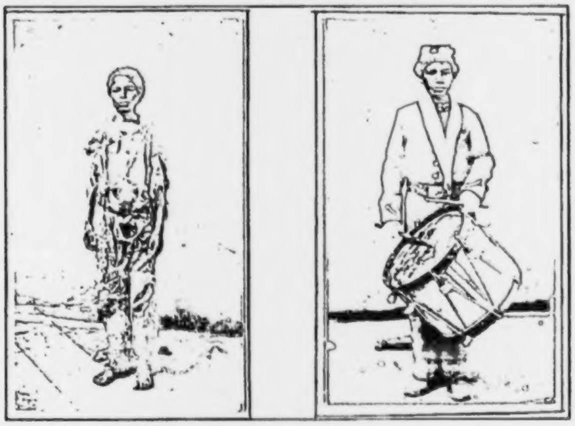
2. How did Streight attempt to use Black Creek and the surrounding land to his advantage?

3. Why did Forrest take the advice of a young girl, possibly at a risk to his troops, without question?

4. How was Emma's knowledge of the land and the creek crucial to Forrest's victory?

GRADE 5
GRADE 8
GRADE 11

Soldiers



Left: A slave named Jackson in rags. Right: Jackson as a drummer for the United States Colored Troops. Massachusetts Commandery, Military Order of the Loyal Legion and the US army Military History Institute.

"In our youth our hearts were touched with fire. It was given to us to learn at the outset that life is a profound and passionate thing."

— Oliver Wendell Holmes, Jr.,
Colonel and subsequent U.S. Supreme Court Justice
What They Fought For 1861-1865,
James M. McPherson, Anchor Books,
A division of Random House, Inc.,
Louisiana State University Press, New York, 1994

GRADE 5
GRADE 8
GRADE 11

Teacher's Eyes Only:

Grades 5, 8 and 11

If you have time, it would be a good idea to conduct the genealogy lesson beginning this section. This will help students make a personal connection to what they are studying. Keep in mind that you will need to give students plenty of time to conduct this assignment, as they track down local historical societies (as well as relatives!) to find out their family history. This experience is well worth it as it also means "quality time" with family members (who are MORE than willing to share this information and would love to get involved in your students' education). For the fifth grade students, you might want to "narrow down" the information provided in the handout.

There is a section on black soldiers, prison, and why the soldiers fought that will be resources with questions for teachers to use if they have time to make the soldier section longer. This is highly encouraged!

Homework: The teacher will hand parts of the readings entitled "Extra Handouts to be used in Addition to Trunk". Teachers – use your own judgment to determine the appropriateness and skill level of your students. If you have additional time, some of the activities in the sheets can be done in class or for extra credit.

> **The 5th grade will complete the letter activity (see sheet).** Students try to read a Civil War letter and answer questions. Then, they will experiment with writing with a quill pen and berry ink. It may be a good idea to make the pens and ink ahead of time!
>
> **The 8th grade will complete the newspaper activity (see sheet).** Students will compare newspaper excerpts reporting on the fall of Vicksburg and try to determine which is the Northern and which is the Southern newspaper. Students will also answer several questions.
>
> **The 11th grade will complete the weapons activity (see sheet).** Students will compare the accuracy of smoothbore and rifled muskets and answer questions.

Day 1: **Ideally, you should try to get a reenactor to visit your classroom. A listing of reenactors who are willing to do school visits is available on our web site.** Reenactors put a lot of time, research, energy (and money!) into their impressions. They LOVE to answer kids' questions and would be honored by your invitation. Be sure the reenactor brings plenty of hands-on items and is prepared to answer your students' questions. The homework handouts will "prep" your students so they can ask intelligent questions. It might be a good idea for your visiting reenactor to have a copy of your handouts.

If you cannot get a reenactor, you can use the Civil War Preservation Trust's Traveling Trunk. Again, visit our web site to find out how you can reserve a trunk for your classroom. The handouts are meant to go with the trunk stations.

If you do not reserve a trunk, you can assemble your own trunk. You may want to contact local reenactors or the education department of a nearby battlefield park or historic group for help in selecting and purchasing items.

GRADE 5
GRADE 8
GRADE 11

To use the trunk, set up the items in five different stations in your classroom. All three grades can walk around to the stations set up in the classroom (see below) for 5-10 minutes each, depending on your class length. Each section will have items to handle and a brief activity to complete. Your class will be divided into groups as they go to each section, and each group will have to answer a few questions at each section. (One sheet per group that they will carry with them to each section.) Obviously, the groups will rotate sections, and the teacher will call out when it is time to move.

Stations and Activities

Camp Life Section - There will be Civil War era items for the students to look at and touch. There will also be a picture of soldiers who are engaged in many different camp activities all at once. The students will be asked to analyze a picture. (See sheet)

Medical Section – There will be Civil War era medical items at this station. The students will have three scenarios: They are wounded soldiers – one wounded in an extremity like the arm or lower leg, one wounded in the trunk, and one wounded in the upper thigh. They will have to tell me what the surgeon will do with each, and rank them in order of survival chances.

Food Section – The students will have hardtack to try at this location. (**You will need to prepare this yourself**.) They will also have food stories in their reading.

Uniform Section – The students will read the story about confusion at the Battle of Manassas when uniforms were not standardized. There will be parts of a Confederate and Union uniform at the section location. The students will dress up one student and take a picture of him or her with a disposable camera (**you will need to provide this**). The pictures can go on the bulletin board later.

Music Section – Each grade will have two different songs (one Union and one Confederate) to listen to and read the lyrics (see sheet). There will be tapes and CDs of the songs in the trunk, and there will also be instructions to find Midi files of the songs online if the teacher has a laptop to set up at the station.

Homework: 5th – ask students to bring an old t-shirt or smock. Also, read their readings. TEACHER: make the ink and quills ahead of time.

Day 2 – 5th grade – The class will do their letter-reading lesson, and will experiment with writing with a quill pen.

Homework – 8th and 11th – Students will pick a biography of a soldier, nurse, spy, drummer boy, etc. They will take on the identity of this person and complete a mini-project. They can work in pairs or groups. They will have MANY options to choose from to do a brief presentation the following day on their soldier. Students can choose to write a letter to the soldier or from the soldier, write a skit, film a video, create a drawing or collage, compose a song, etc.

Or, feel free to compose your own biographies using the many books about African

GRADE 5
GRADE 8
GRADE 11

Americans, boy soldiers, women in disguise, various immigrant groups, etc., depending on the makeup and interests of your students.

Each biography will have questions at the bottom to help the students figure out what to do and focus on. The questions aren't necessarily meant to be answered, just to help students brainstorm. If the teacher wants to limit the options to things that can be compiled into a book, the class could have a nice book that they can "publish" at the end with Civil War personalities in it. A Civil War "gossip" column would be interesting reading!

Day 2 – 8th and 11th – Students will present their first-person presentations.

BEST COPY AVAILABLE

GRADE 5
GRADE 8
GRADE 11

Did One of Your Ancestors Fight in the Civil War?

If you don't know, the search is on! Here are a few resources to help you on your quest. Once you gather information, share it with your family, friends, school, community, and beyond! Depending on the information that you find, you can do the following:

- ★ Create a scrapbook of letters, photos, and personal stories.
- ★ Scan your information onto the computer and create your own website. Or, add it to other family histories at sites such as www.myhistory.org, www.usgenweb.org, www.genealogy.com, or www.myfamily.com.
- ★ If you are the descendant of an African-American participant in the Civil War, send your research to Frank Smith, Executive Director of the African American Civil War Memorial, 1000 U Street NW, Washington, DC 20001.
- ★ Find out if your local library or historical society collects family histories and donate yours. If they don't, ask them to create a community heritage center.
- ★ Start a school or community-wide project, where families in the community research their Civil War ancestors. Use this information to organize a program that shows how the community was involved in the Civil War. Include any important sites, such as a local cemetery where Civil War soldiers are buried. Ask community businesses to sponsor your program.

What Do You Know???

- ★ Start by talking to your family members, especially older ones (the stuff they know is priceless!).
- ★ Add to this information by using
  - Oral histories
  - Photos
  - Letters, diaries and journals
  - Birth records (talk to the librarian or local historical society)
  - Death records (including family Bible entries, cemetery listings, funeral home records, death certificates, Social Security records),
  - Newspapers (including obituary notices),
  - Courthouse documents
  - War records
  - Civil War artifacts that belong to your family
- ★ TALK WITH THE LIBRARIAN or HISTORICAL SOCIETY for help in finding all these resources! Historical societies will be very happy to help young people!

If you don't know if any of your ancestors fought in the Civil War or not, using family records, find the names of the military-age men of your family who lived in America during 1861 to 1865. Since 75% of the draft-age men of the Confederacy and 50% of the draft-age men of the Union served in the military, there's a good chance that at least one of your relatives was a Civil War soldier. Next, take those names and go online to the "Civil War Soldiers and Sailors System" of the National Park Service at www.itd.nps.gov/cwss/. Type in one name at a time and view the results to see if there are any matches. If you don't have specific names, try using the surnames of your family. (Hopefully, you don't have a common last name like Smith!) This process should provide some important information about if and where your relatives served during the Civil War.

If you know your ancestor's name but don't know where he lived when he enlisted, using the 1860 Federal Census records (*www.censusrecords.net/1860.html*), you may be able locate his place of residence in 1860. (Make sure to search for his father's name if he was probably too young to be the head of a household in 1860.)

If you know the state where your relative lived when he enlisted, check the state archives. You can find state archive listings at *www.cwc.lsu.edu*. When you get to the site, click on "Researching People of the Civil War Era." Among other great genealogical information, state archival sources are listed. Most states have published histories of their military units as well, and brief summaries of the service of each man in the unit are often included. Another good source is "The Sons of Confederate Veterans Genealogy Network" (*www.scv.org/membership/genealogy.asp*), which has genealogists listed by state. A brief history of each Confederate unit and many Union units is available for a small fee from The Harold B. Simpson Confederate Research Center, Hill College, P.O. Box 619, Hillsboro, Texas 76645, 254-582-2555 ext. 242.

If you know what county your relative lived in when he enlisted, check the units that were formed in that area. Lists of these units can often be found in a county history or through a local historical or genealogical society.

If you have the soldier's name and more information such as military unit, name of widow, length of time in the war, birth and death dates, etc., the National Archives has Union pension records and military service records for both the Union and Confederacy (for a small fee). (Confederate veterans received pensions from the Southern states, so you'll find their pension records in state archives; there is a link on the NARA website.) Go to *www.nara.gov/genealogy/genindex.html* for information on these records and how to order them (found on the Civil War Records link) plus additional ways to discover more about your Civil War ancestor. Broadfoot Publishing Company (*http://broadfoot.wilmington.net/*) will send you the same information for a small fee, but much quicker (NARA currently takes between 8-16 weeks).

More Great Resources:

- ★ *Civil War Genealogy* by George K. Schweitzer
- ★ *Tracing Your Civil War Ancestor* by Bertram H. Groene
- ★ *Ancestry.com* is an excellent resource, but you do have to pay a fee to join. They have census indexes, a Civil War pension index that will help you in requesting the correct information from NARA, Civil War research database, and more!
- ★ Sons of Union Veterans, *http://suvcw.org*

Good luck as you research your family's history – America's history!

GRADE 5
GRADE 8
GRADE 11

The Dead Drummer Boy

Author Unknown

Midst tangled roots that lined the wild **ravine**,
Where the fierce fight raged hottest through the day,
And where the dead in scattered heaps were seen,
Amid the darkling forest's shade and sheen
Speechless in death he lay.

The setting sun, which glanced **athwart** *the place*
In slanting lines, like amber-tinted rain,
Fell sidewise on the drummer's upturned face,
Where Death had left his gory finger's trace
In one bright crimson stain.

The silken fringes of his once bright eye
Lay like a shadow on his cheek so fair;
His lips were parted by a long-drawn sigh,
That with his soul had mounted to the sky
On some wild **martial air**.

No more his hand the fierce **tattoo** *shall beat,*
The shrill **reveille**, *or the long roll's call,*
Or sound the charges, when, in smoke and heat
Of fiery onset, foe with foe shall meet,
And gallant men shall fall.

Yet may be in some happy home, that one,
A mother, reading from the list of dead,
Shall chance to view the name of her dead son,
And move her lips to say, 'God's will be done!'
And bow in grief her head.

But more than this what tongue shall tell his story?
Perhaps his boyish longings were for fame.
He live, he died; and so **memento mori**.
Enough if on the page of War and Glory
Some hand has writ his name.

A **ravine** (rav-een) is a steep ditch.

Athwart means across.

A **martial** (mar-shull) air is a military or war-like song.

In this case, **tattoo** isn't a body marking – it's a long drum roll used in battle or to send soldiers to their quarters at night.

A **reveille** (reh-vill-ee) is a drum or bugle call that wakes up the soldiers.

Memento mori is Latin and means "I remember the dead."

✓SOME THINGS TO CONSIDER

What does the author think about war and death? Do you think it is realistic?

How does this view of battle differ from our view of battle today?

What does the author mean by *Where Death had left his gory finger's trace/ In one bright crimson stain*?

What does the next-to-last paragraph mean? Do you think this is realistic?

What does the last paragraph mean? Do you agree? Why or why not?

Anecdotes, Poetry and Incidents of the War: North and South. 1860-1865. NY: The Arundl Print, 1882. Editor Frank Moore; author unknown. Page 51.

GRADE 5
GRADE 8
GRADE 11

Optional Activity: Civil War Drumming

There's a war on! Most people want to get away from it, right? Not necessarily.

SOME THINGS TO CONSIDER

What do you think a war is like? Does this sound like something you would like to join in?

During the Civil War, soldiers were supposed to be at least 18 years old to enlist. Some boys, who were much younger than 18, were so eager to join that they would do anything to get in. Why?

When people thought of war, they thought of colorful, proud units marching off in orderly lines. Everyone fought bravely, and when you were shot, you died peacefully on the battlefield knowing that you were on the side of "good" and "right." War was "glorious" and "honorable." And exciting. This kind of attitude is called "romanticism" – seeing all the good things but none of the bad (or realistic) things.

Drum Corps, 93rd New York Infantry Drum Corps, Bealeton, Virginia. Courtesy of the Library of Congress, LC- B-8171-7514

Kids were anxious to get in – but they couldn't get in as soldiers. So, the next best thing was to be a drummer. (Sometimes recruiting officers "bent the rules" to let kids, who were obviously under 18, in the army.) Both the Union and Confederacy used young people as drummers. Think about it – that's kind of exciting, right? A drummer would call soldiers to battle, give directions, sound the charge, and lead units in parade. That sounded kind of neat, and much more exciting than staying at home on the farm.

For example, twelve-year-old Charley King, of Westchester, Pennsylvania, wanted to be a drummer so bad that he practiced his drumming late at night on the headboard of his bed. He "hung out" at the local recruiting station, performing for the soldiers there. Finally, he attracted the attention of Captain Benjamin Sweeney. Captain Sweeney was so impressed that he went home to talk to Charley's parents.

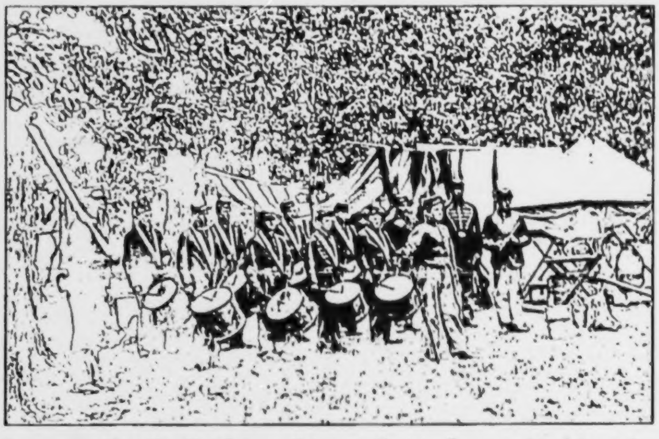
SOME THINGS TO CONSIDER

Why did Charley's mom and dad let him go to battle? Would your parents do the same? Why or why not?

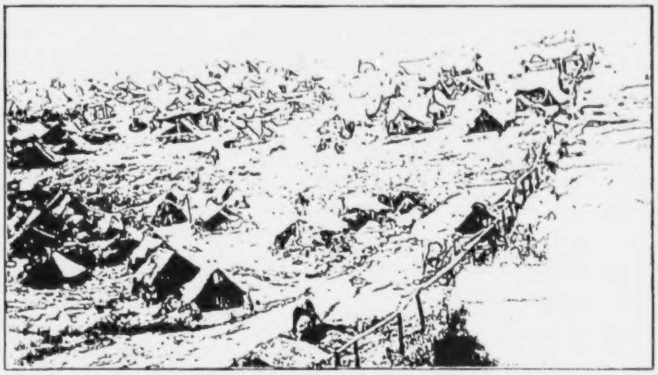
They were not happy at all. They had specifically told him that he was NOT allowed to go off to war. Captain Sweeney promised the King family that he would be personally responsible for Charley, who would stay behind the lines to help wounded soldiers. Finally, his parents gave in. Charley enlisted with Company F, 49th Pennsylvania, on September 9, 1861. He was 12 years old.

The older soldiers loved him, and he drummed so well he was made drum major of his unit. He even earned money, which was sent home to his parents. They put the money in the bank for him. That was pretty cool, right?

Well, the excitement of



Drum corps of 61st New York Infantry, Falmouth, Virginia. Courtesy of the Library of Congress, LC- B817-7520



Andersonville Prison, GA August 17, 1864– Southwest view of stockade showing the dead-line. Courtesy of the Library of Congress,LC-USZ62-122695

enlisting wore off pretty quickly. Charley's regiment didn't see any battle until April of 1862, at the Peninsula Campaign, near Richmond, VA. What did he do in the meantime? Practice drumming. And drilling. And helping sick soldiers. There were a lot of sick soldiers. The army could be a pretty boring place sometimes.

When Charley finally did see battle, it was a pretty shocking sight. After the battle of Williamsburg, Virginia, on May 5, 1862, 4000 soldiers were killed, wounded, or captured. Charley saw dead soldiers who were left on the field for days – sometimes stripped of their clothing by needy soldiers. This probably shocked Charley – and the rest of the soliders, too. After all, it wasn't a very pretty – or romantic – sight. Charley probably changed his mind and wished he were back home, safe with his five brothers and sisters.

✓SOME THINGS TO CONSIDER

What do you think a Civil War prison was like?

Unfortunately, there was no "safe place" in Civil War battles. Drummer boys – who were as young as 9, 10, or 11 years old – could be captured and imprisoned by the enemy. This happened to 14-year-old Charles Smith, who served with Charley in the 49th Pennsylvania. Drummer Smith was sent to Libby and Belle Isle prisons. He survived prison – but he didn't reenlist!

Some Civil War drummer boys died. They died of disease or from wounds in battle.

Captain Sweeney tried to take care of Charley, but, as you know, war is a dangerous place. During the Battle of Antietam, the 49th Pennsylvania was placed in support near the Miller Farm. An artillery shell crashed into his unit, and Charley was wounded in the chest. The older soldiers were very sad, and they carefully carried him to the field hospital. Charley died three days later, on September 20, 1862. *(Antietam....* William Frassanito, 192-195*)*.

✓SOME THINGS TO CONSIDER

What do you think a field hospital was like? What do you think it was like for Charley in those three days before he died?

Fortunately, not all drummer boy stories are this sad. For example, John Lincoln Clem managed to "attach" himself to the 22nd Michigan, Company C. He showed great bravery in battle, and managed to earn the nicknames "the Drummer Boy of Shiloh" and "the Drummer Boy of Chickamauga." At Chickamauga (September 19, 1863), a Confederate colonel tried to get him to surrender. Instead, "Johnny" managed to capture him! Johnny had a long military career after the Civil War. Despite the fact that he couldn't get into West Point (he didn't have much of an education), he managed to become a major general. He resigned from the army in 1916 (*Who Was Who in the Civil War, 127*).

Optional Activity: Grade 5

If I were a Civil War Drummer

Teacher: use this activity to maintain class interest, responsibility, and participation all day long.

Several kids will need to be drummers. You can use this title as a means of rewarding good students, you can pick at random, or you can simply appoint one student from each row (or group) to be a drummer for the day.

With the class, list several activities that occur at the same time every day. (For example, lunch, recess, going to a special class, dismissal, etc.) List these times on the board, or on a special piece of poster board. With the class, come up with simple clapping or drumming signals to indicate each of these special times (for example, "gym class call" could be the ever-popular "Shave and a Haircut.")

Appoint a particular drummer to be "keeper of the signal" for the day. Remind them of the importance of their task. (Everybody will be REALLY disappointed if they are late for lunch or recess!) When a particular time arrives, have the student use their hands or pencils to drum this call on their desk.

You can also create signals to indicate if/when students are getting out of hand and need to be redirected. For example, make a rowdy student keeper of the "hush up" signal, or a notoriously energetic student could be keeper of the "face forward" or "pay attention" signal. (You may want to "hint" from time to time.)

The rest of the students will need to pay attention – they will need to hear the call and respond to the right one.

If you like, and if you have the time, you can line students up in the gym or on the playground and practice marching by signal. For example, make a right turn could be "three quick claps," left could be "two quick claps", and stop could be a clap and a spoken "hut!" This will be a good exercise if the class needs a "stretch break" in mid-afternoon.

GRADE 5
GRADE 8

Soldiers

This poem recounts a true occurrence that took place after the Battle of Chancellorsville along the banks of the Rappahannock River.

Music in Camp

John Reuben Thompson

Made red

Two armies covered hill and plain,
Where Rappahannock's waters
Ran deeply **crimsoned** with the stain
Of battle's recent slaughters.

Enclosure

The summer clouds lay pitched like tents
In meads of heavenly azure;
And each dread gun of the elements
Slept in its hid **embrasure**.

The breeze so softly blew it made
No forest leaf to quiver,
And the smoke of the random cannonade
Rolled slowly from the river.

Quiet or sluggish

And now, where circling hills looked down
With cannon grimly planted,
O'er **listless** camp and silent town
The golden sunset slanted.

Feverish

When on the **fervid air** there came
A strain—now rich, now tender;
The music seemed itself aflame
With day's departing splendor.

Bits of music

A Federal band, which, eve and morn,
Played **measures** brave and nimble,
Had just struck up, with flute and horn
And lively clash of cymbal.

Outlined, on the edges

Down flocked the soldiers to the banks,
Till, **margined** with its pebbles,
One wooded shore was blue with 'Yanks'
and one was gray with 'Rebels'.

Echo

Then all was still, and then the band,
With movement light and tricksy,
Made stream and forest, hill and strand,
Reverberate with 'Dixie.'

Polished

The conscious stream with **burnished** glow
Went proudly o'er its pebbles,
But thrilled throughout its deepest flow
With yelling of the Rebels.

Loud and impresive

Again a pause, and then again
The trumpets pealed **sonorous**,
And 'Yankee Doodle' was the strain
To which the shore gave chorus.

"I dare you" — challenging

The laughing ripple shoreward flew,
To kiss the shining pebbles;
Loud shrieked the swarming Boys in Blue
Defiance to the Rebels.

And yet once more the bugles sang
Above the stormy riot;
No shout upon the evening rang -
There reigned a holy quiet.

The sad, slow stream its noiseless flood
Poured o'er the glistening pebbles;
All silent now the Yankees stood,
And silent stood the Rebels.

Fountain, source

No unresponsive soul had heard
That plaintive note's appealing,
So deeply 'Home Sweet Home' had stirred
The hidden **founts** of feeling.

Or Blue or Gray, the soldier sees,
As by the wand of fairy,
The cottage 'neath the live-oak trees,
The cabin by the prairie.

Or cold or warm his native skies
Bend in their beauty o'er him;
Seen through the tear-mist in his eyes,
His loved ones stand before him.

A large, beautiful flower with delicate petals

As fades the **iris** after rain
In April's tearful weather,
The vision vanished, as the strain
And daylight died together.

Quieted

Strictest

But memory, waked by music's art,
Expressed in simplest numbers,
Subdued the **sternest** Yankee heart,
Made light the Rebel's slumbers.

Heavenly

And fair the form of music shines,
That bright, **celestial** creature,
Who still, 'mid war's embattled lines,
Gave this one touch of Nature.

Lyrics courtesy of Kathie Watson, *Poetry and Music of the War Between the States* http://users.erols.com/kfraser/music/campmusc.html.
Visit this site for more lyrics, information, and MIDI files.

GRADE 8
GRADE 11

Soldiers

This poem recounts a true occurrence that took place after the Battle of Chancellorsville along the banks of the Rappahannock River.

Music in Camp

John Reuben Thompson

Two armies covered hill and plain,
Where Rappahannock's waters
Ran deeply **crimsoned** with the stain
Of battle's recent slaughters.

The summer clouds lay pitched like tents
In meads of heavenly azure;
And each dread gun of the elements
Slept in its hid **embrasure**.

The breeze so softly blew it made
No forest leaf to quiver,
And the smoke of the random cannonade
Rolled slowly from the river.

And now, where circling hills looked down
With cannon grimly planted,
O'er **listless** camp and silent town
The golden sunset slanted.

When on the **fervid air** there came
A strain—now rich, now tender;
The music seemed itself aflame
With day's departing splendor.

A Federal band, which, eve and morn,
Played **measures** brave and nimble,
Had just struck up, with flute and horn
And lively clash of cymbal.

Down flocked the soldiers to the banks,
Till, **margined** with its pebbles,
One wooded shore was blue with 'Yanks'
and one was gray with 'Rebels'.

Then all was still, and then the band,
With movement light and tricksy,
Made stream and forest, hill and strand,
Reverberate with 'Dixie.'

The conscious stream with **burnished** glow
Went proudly o'er its pebbles,
But thrilled throughout its deepest flow
With yelling of the Rebels.

Again a pause, and then again
The trumpets pealed **sonorous**,
And 'Yankee Doodle' was the strain
To which the shore gave chorus.

The laughing ripple shoreward flew,
To kiss the shining pebbles;
Loud shrieked the swarming Boys in Blue
Defiance to the Rebels.

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Above the stormy riot;
No shout upon the evening rang -
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That plaintive note's appealing,
So deeply 'Home Sweet Home' had stirred
The hidden **founts** of feeling.

Or Blue or Gray, the soldier sees,
As by the wand of fairy,
The cottage 'neath the live-oak trees,
The cabin by the prairie.

Or cold or warm his native skies
Bend in their beauty o'er him;
Seen through the tear-mist in his eyes,
His loved ones stand before him.

As fades the **iris** after rain
In April's tearful weather,
The vision vanished, as the strain
And daylight died together.

But memory, waked by music's art,
Expressed in simplest numbers,
Subdued the **sternest** Yankee heart,
Made light the Rebel's slumbers.

And fair the form of music shines,
That bright, **celestial** creature,
Who still, 'mid war's embattled lines,
Gave this one touch of Nature.

Lyrics courtesy of Kathie Watson, *Poetry and Music of the War Between the States* http://users.erols.com/kfraser/music/camp-musc.html. Visit this site for more lyrics, information, and MIDI files.

Teacher's Eyes Only:

Making Your Own Quill Pen and Ink

For homework, you may want to send a note home with your students explaining what you are planning to do. Ask that each student bring a smock or old shirt to school to protect their clothing.

You can make your own ink the night before. This isn't as difficult as it sounds! Mix equal parts of crushed berries and vinegar. Stir and smash the mixture until the juice is very smooth. You can use (thawed) frozen berries if you would like. Strawberries, raspberries, or blueberries would be ideal. If you have the time in class, or if you can team up with the art teacher, students can make their own berry ink.

If you are not this ambitious, use regular black ink which can be purchased in large jars from most arts and crafts stores.

Make quill pens by finding feathers at a local craft store. Also, there are many places where you can buy them online. Make sure you examine the feathers closely. The shafts of the feathers should NOT be crushed or else the pens won't work. Take a sharp knife and cut diagonally across the tip of the feather. A small slit in the pointy end of the pen will help!

Provide students with a very smooth paper to write on. Office paper or copier paper would be a good choice. You may want to experiment beforehand. You will also want to supply your students will small containers for holding ink, like baby food jars, small butter tubs or lids, etc.

Be sure to explain to your students that since paper and ink were in short supply, soldiers often made their own ink. They also used whatever paper they could find, including reusing letters from home. Ask students how they thought people communicated during the Civil War. (There were no telephones, there was no e-mail, and there was no text-messaging!)

Have your students start by practicing their own names. After a few minutes, ask the students to write down one thing they found interesting about last night's reading. Is there anything they really thought was neat? Or funny? Or sad?

When students appear to be finishing, go around the class and collect the tubs of ink (using an old dish-tub would be ideal). Be sure to collect the pens, too. You may want to rinse the pens as soon as possible if they are to be reused.

As soon as you have each student's ink and pen, give them the following letter assignment to work on in class. You will want to discuss it in class.

GRADE 5

A Soldier's Letter

This letter was written by a Confederate soldier named Samuel M. Payne, who enlisted when he was eighteen. He died in battle one year later. Answer the questions below on a separate sheet of paper.

1. To whom is Sam writing?

2. From where is he writing?

3. When did he write the letter?

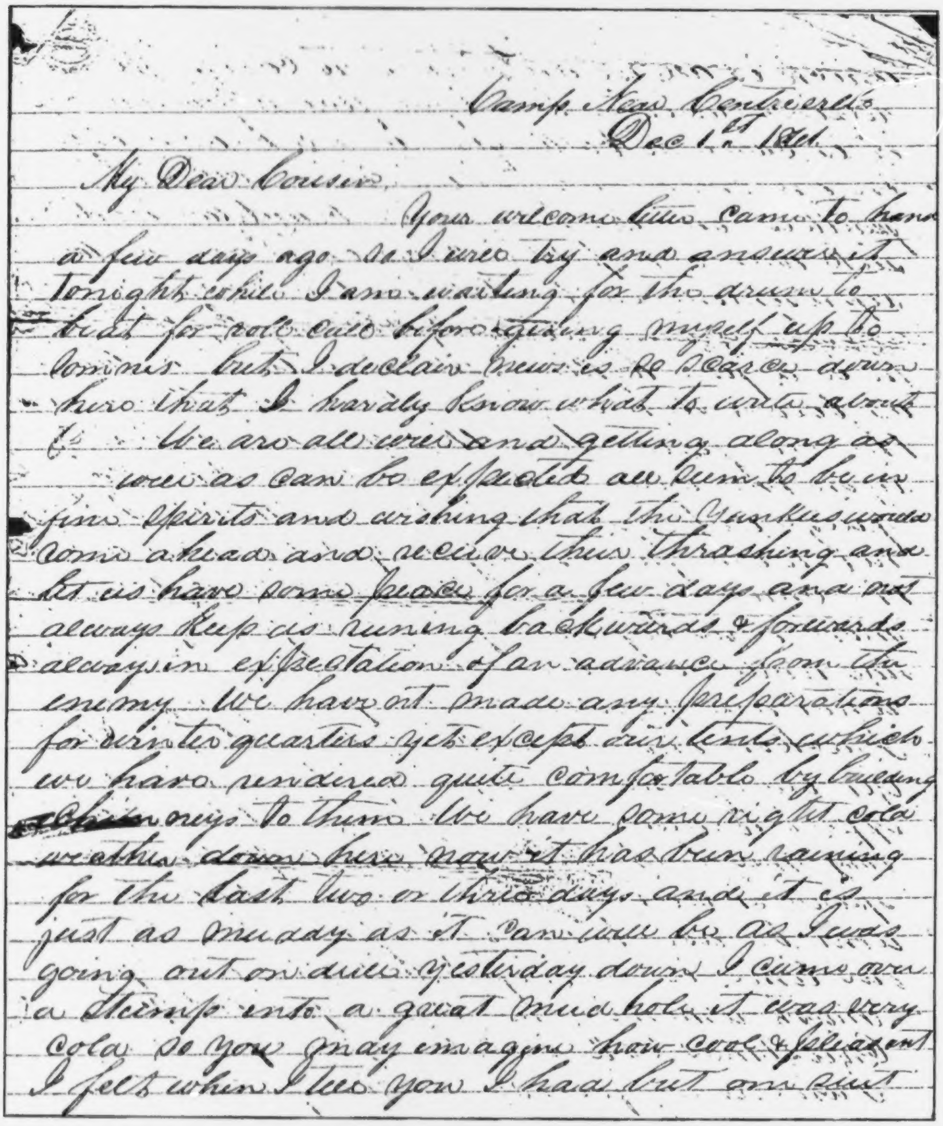
4. Try to figure out the first two and last two sentences of the letter. (Do the best you can!)

5. What makes it hard for you to read the letter?

6. When historians have trouble reading a letter, they can do several things. Sometimes they use a magnifying glass, they photocopy the letter to increase the contrast, or they read the depression in the page (where the pen "scmashed" the paper) instead of reading the actual letters in ink. What did you do to help you read the letter? Historians STILL don't know the word that fits in the blank. Do ***you*** know?

7. Now read the typed copy of the letter. Does he write about anything that surprises you?

Lesson Idea courtesy of Common Soldier, The Museum of the Confederacy, Exploring the Life of the Common Soldier through Letters, A Teacher's Resource Packet.

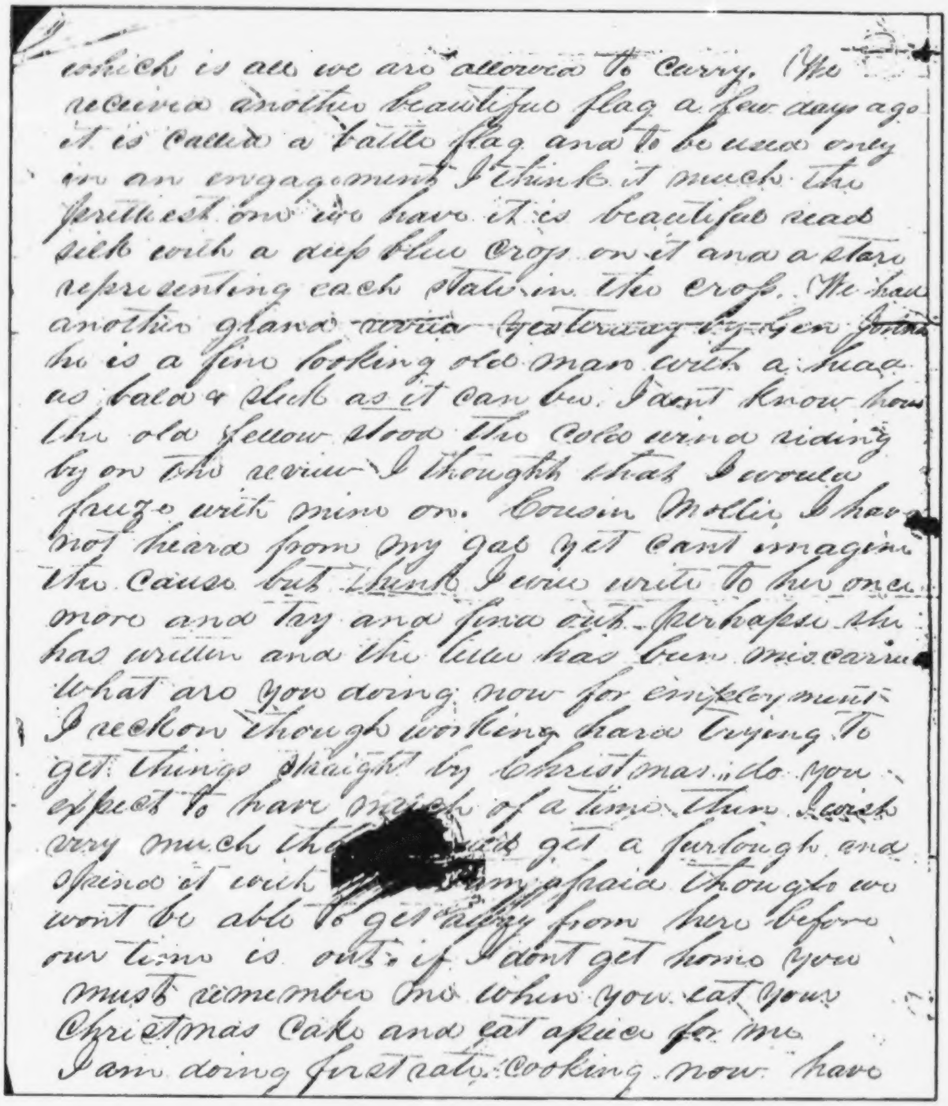


Camp New Centreville
Dec 1st 1861

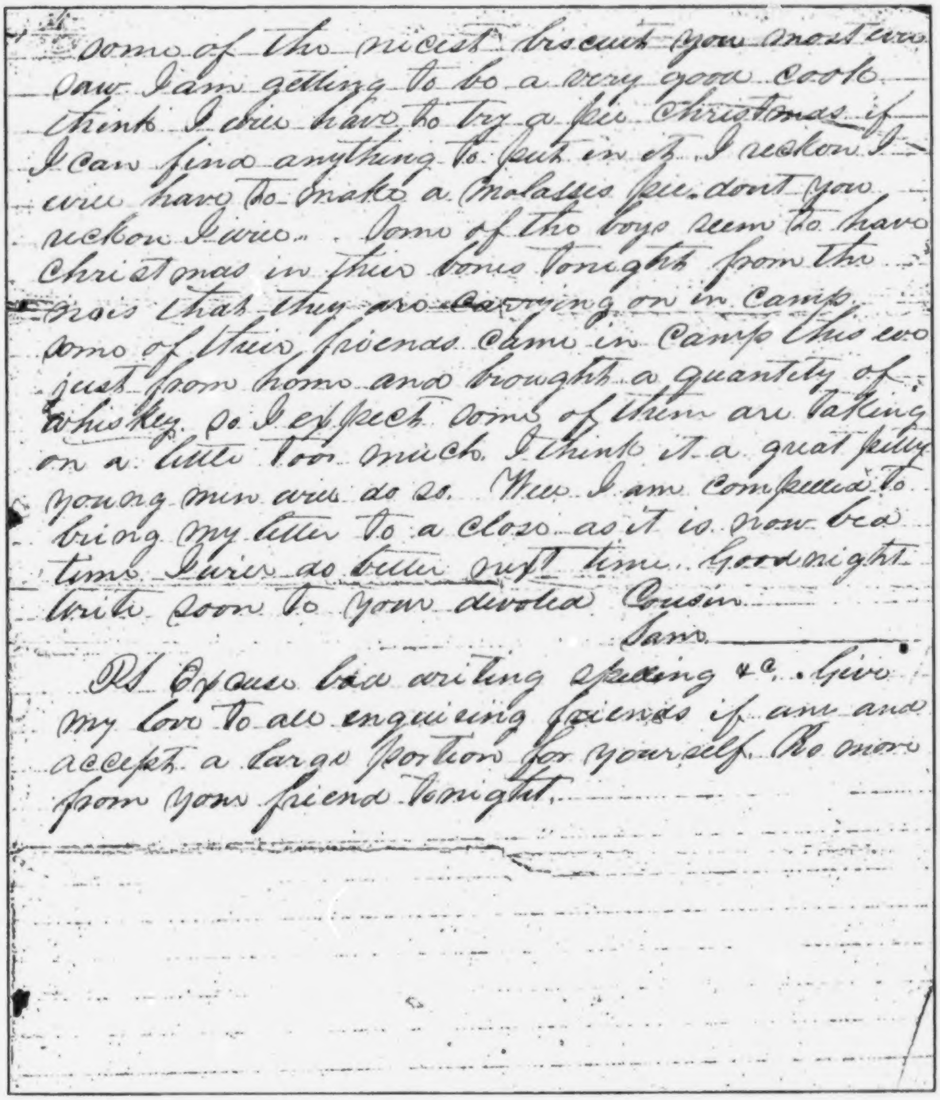
My Dear Cousin,

Your welcome letter came to hand a few days ago so I will try and answer it tonight while I am waiting for the drum to beat for roll call before giving myself up to Somnus but I declare news is so scarce down here that I hardly know what to write about. We are all well and getting along as well as can be expected all seem to be in fine spirits and wishing that the Yankees would come ahead and receive their thrashing and let us have some peace for a few days and not always keep us running backwards & forwards always in expectation of an advance from the enemy. We have not made any preparations for winter quarters yet except our tents which we have rendered quite comfortable by building chimneys to them. We have some right cold weather down here now it has been raining for the last two or three days and it is just as muddy as it can well be as I was going out on drill yesterday down I came over a stump into a great mud hole it was very cold so you may imagine how cool & pleasant I felt when I tell you I had but one suit

Letter Courtesy of the Museum of the Confederacy.



which is all we are allowed to carry. We
received another beautiful flag a few days ago
it is called a battle flag and to be used only
in an engagement I think it much the
prettiest one we have it is beautiful red
silk with a deep blue cross on it and a star
representing each state in the cross. We had
another grand review yesterday by Gen Johns
he is a fine looking old man with a head
as bald & sleek as it can be. I dont know how
the old fellow stood the cold wind riding
by on the review I thought that I would
freeze with mine on. Cousin Mollie I have
not heard from my gal yet cant imagine
the cause but think I will write to her once
more and try and find out perhaps she
has written and the letter has been miscarri
What are you doing now for employment
I reckon though working hard trying to
get things straight by Christmas. do you
expect to have much of a time then I wish
very much that [illegible] could get a furlough and
spend it with [illegible] am afraid though we
wont be able to get away from here before
our time is out. if I dont get home you
must remember me when you eat your
Christmas cake and eat a piece for me
I am doing first rate cooking now have



4

some of the nicest biscuit you most ever saw I am getting to be a very good cook think I will have to try a pie *Christmas* if I can find anything to put in it I reckon I will have to make a molasses pie. dont you reckon I will. Some of the boys seem to have Christmas in their bones tonight from the noise that they are carrying on in *camp*. some of their friends came in camp this eve just from home and brought a quantity of *whiskey* so I expect some of them are taking on a little too much. I think it a great pity young men will do so. Well I am compelled to bring my letter to a close as it is now bed time *I will do better next time*. Good night write soon to your devoted Cousin

Sam

PS Excuse bad writing spelling &c.. Give my love to all enquiring friends if any and accept a large portion for yourself. No more from your friend tonight.

Camp Near Centreville
Dec. 1, 1861

My Dear Cousin,

Your welcome letter came to hand a few days ago. So I will try and answer it tonight while I am waiting for the drum to beat for roll call before giving myself up to [____________] but I declair [sic] news is so scarce down here that I hardly know what to write about.

We are all well and getting along as well as can be expected All seem to be in fine spirits and wishing that the Yankees would come ahead and receive their thrashing and let us have some peace for a few days and not always keep us running backwards & forwards always in expectations of an advance from the enemy. We haven't made any preparations for winter quarters yet except our tents which we have rendered quite comfortable by building chimneys to them. We have some right cold weather down here now it has been raining for the last two or three days and it is just as muddy as it can well be As I was going out on drill yesterday down I came over a stump into a great mud hold it was very cold so you may imagine how cool & pleasant I felt when I tell you I had but one suit which is all we are allowed to carry. We received another beautiful flag a few days ago it is called a battle flag and to be used only in an engagement. I think it much the prettiest one we have it is beautiful read [sic] silk with a deep blue cross on it and a star representing each star in the cross. We have another grand review yesterday by Gen. Johnston He is a fine looking old man with a head as bald and sleek as it can be. I don't know how the old fellow stood the cold wind riding by on the review I thought that I would freeze with mine on. Cousin Mollie, I have not heard from my gal yet can't imagine the cause but think I will write to her once more and try and find out Perhaps she has written and the letter has been miscarried What are you doing now for employment I reckon though working hard trying to get things straight by Christmas. Do you expect to have much of a time then I wish very much that I could get a furlough and spend it with you. I am afraid though we won't be able to get away from here before our time is out. If I don't get home you must remember me when you eat your Christmas cake and eat a piece for me. I am doing first rate cooking now. Have some of the nicest biscuit you most ever saw. I am getting to be a very good cook think I will have to try a pie Christmas. if I can anything to put in it. I reckon I will have to make a molasses pie. Don't you reckon I will. Some of the boys seem to have Christmas in their bones tonight from the nois [sic] that they are carrying on in camp. Some of their friends came in camp this eve just from home and brought a quantity of whiskey. So I expect some of them are taking a little too much. I think it a great pitty [sic] young men will do so. Well I am compelled to bring my letter to a close. As it is now bed time. I will do better next time. Good night write soon to your devoted Cousin.

Sam

PS Excuse bad writing spelling &c. Give my love to all enquiring friends if any and accept a large portion for yourself. No more from your friend tonight.

Reporting from the Front Lines

GRADE 8

Read the following two article excerpts that are taken from different Civil War newspapers. They are both reporting on the surrender of Vicksburg. When you have read the articles, decide which one comes from a Southern newspaper, and which one comes from a Northern newspaper. Write your answers under each article excerpt on the lines provided. Underline your evidence in the newspaper excerpts.

1. How the [Confederates] appeared

"...by the courtesy of Gen. Leggett, who had command of the ceremonies...your correspondent was permitted to pass [Union] pickets and get among the [Confederate troops] before [the Union] army passed in, and thus see how they endured the final pangs; and he must be faithful to the truth by saying that the [Confederate troops] seemed to lay down their arms very much as though they were glad to get rid of them... He could not discern even the faintest ray of that proud regret ... In fact, I noticed one company which marched out on a quick march, and marched back on the double quick, kicking up their heels and generally enjoying the occasion as much as any of the "Yanks". And this was... a Mississippi company - not a Union man among them, but every one of them heartily tired of the siege, and tired, I think, of the war...

Starvation was the immediate cause of the surrender. Mule meat had become quite common lately, and not generally relished by the men...."

2. More about Vicksburg

"...an officer who has arrived from Vicksburg tells me ... that if it had been known that relief was coming, it would have held out longer...

The garrison was at the point of starvation. The men were without food for three days. After the surrender, in marching to stack their arms, numbers of them staggered like drunken men, from the effects of starvation and fatigue...

One [soldier] shed tears when he told me of what they had suffered, with no relief, and then for Vicksburg to fall...

The Federals were led to believe that if they took Vicksburg the war was ended, and they could all go home, and they would remark to [Confederate] troops, 'well, boys, we can all go home now.'"

GRADE 8

1. How did each side portray the surrendering troops at Vicksburg?

2. What is the tone of the first newspaper article? What is the tone of the second article? Would a northern or southern paper have a positive tone in this particular instance?

3. One paper mentions that the surrendering Confederates "staggered like drunk men" from starvation. The other paper says that the Confederates "kicked up their heels" and enjoyed the surrender, and that "mule meat was not generally relished by the men." Which situation sounds more serious? Why? Do you believe that the surrendering Confederates kicked up their heels? Why or why not?

4. Both newspapers say that the opposing side is "tired of the war" or ready to go home. Why? How would this news affect Northern and Southern civilians who were reading the paper?

5. The first newspaper segment is from an article several pages long. The second excerpt is from a much, much shorter article. Why would one side have more information than the other side?

6. Later in the war, newspaper #2 published very little about the surrender of the Army of Northern Virginia, other than to reprint correspondence between Generals Lee, Grant, and Secretary of War Stanton. Newspaper #1 published much more information. Why do you think this happened?

Newspaper excerpts:

★ Chicago Tribune. July 14, 1863. Union perspective.

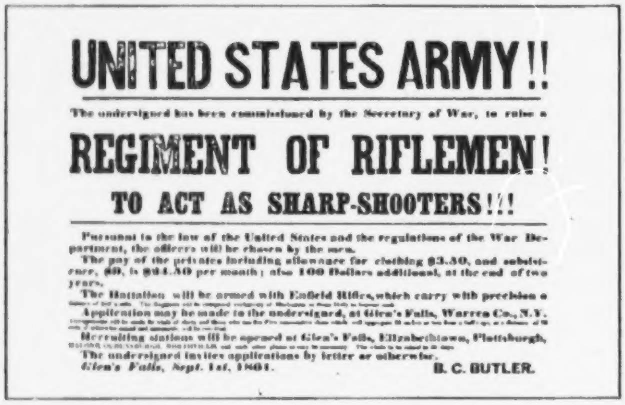
★ New Orleans Picayune. Reprinting segment from the Mobile Advertiser and Register, July 9, 1863. Confederate perspective.

Rifled or Smoothbore?

GRADE 11

A revolution in weaponry occurred during the Civil War. Unfortunately for the common soldier, tactics didn't advance as quickly as technology. Outdated tactics developed by Napoleon Bonaparte (where soldiers lined up shoulder to shoulder in frontal assaults) were now being combined with more accurate, faster firing weapons. The result: terribly high casualty rates throughout the war, often to the point of slaughter.

Most infantrymen, both Federal and Confederate, carried .58 or .577 caliber rifle-muskets. The rifle-musket was first manufactured in the United States in 1855 and quickly replaced earlier smoothbore guns. The rifling - spiral grooves etched inside the gun's barrel -greatly increased the accuracy of the weapons by spinning and stabilizing the bullet as it sped towards the target. A trained marksman could hit targets as far as 800 yards away, and even an average shot could expect to strike the mark at 250 yards. Smoothbore muskets, some of which were still used during the Civil War, were generally unreliable at any range more than 75 yards.



UNITED STATES ARMY!!

The undersigned has been commissioned by the Secretary of War, to raise a

REGIMENT OF RIFLEMEN!

TO ACT AS SHARP-SHOOTERS!!!

Pursuant to the law of the United States and the regulations of the War Department, the officers will be chosen by the men.

The pay of the privates including allowance for clothing $3.50, and subsistence, $8, is $24.50 per month; also 100 Dollars additional, at the end of two years.

The Battalion will be armed with Enfield Rifles, which carry with precision a

Application may be made to the undersigned, at Glen's Falls, Warren Co., N.Y.

Recruiting stations will be opened at Glen's Falls, Elizabethtown, Plattsburgh,

The undersigned invites applications by letter or otherwise.

Glen's Falls, Sept. 1st, 1861.

B. C. BUTLER.

"Raise a Regiment of Riflemen." Recruitment poster
Courtesy of the Library of Congress, Portfolio 123, Folder 32b

Rifle-muskets were percussion weapons; pulling the trigger caused the hammer to strike a small metal cap. The charge of fulminate of mercury inside the cap would explode to ignite the gunpowder charge in the barrel. The force of the gunpowder explosion drove the bullet, either a round ball or minié ball, down the barrel. The metal cap was tiny, about the size of a pencil-eraser, and had to be set into place by hand each time the musket was fired. Soldiers had to follow nine careful steps to load and fire a single bullet from a muzzle-loading gun, and five to fire a breech-loading weapon. Rifle-muskets weighed between six and ten pounds and many were designed to fit a bayonet on the business end of the barrel.

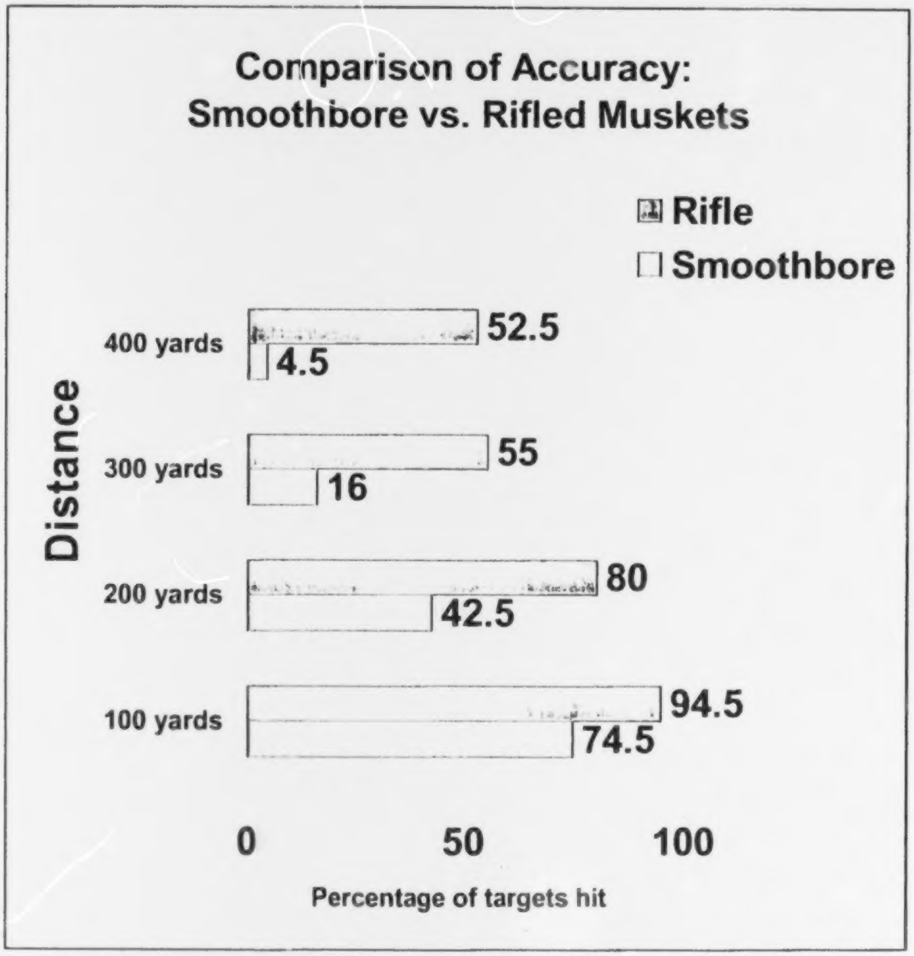
The Union's new breech-loading repeating rifles with self-contained cartridges, such as the popular Spencer, allowed a soldier to fire several bullets in rapid succession. This was a huge improvement from the muzzle-loading musket, which was tedious to load, especially under the strains of battle. The average soldier fired two to three bullets a minute. The repeating rifles enabled soldiers to fire sixty shots a minute. Soldiers called one of these repeating rifles *the gun you loaded on Sunday and shot all week*. At the Battle of Hoover's Gap, Tennessee in June of 1863, Union Gen. John Thomas Wilder's Lightning Brigade was armed with Spencer guns. One of his regiments defeated a Confederate brigade of five regiments, suffering 47 casualties while inflicting 500 casualties. However, these breech-loading repeaters made up only a small percentage of guns used by infantrymen in the Civil War.

Checking for understanding: A muzzle-loading musket can shoot three bullets per minute. A repeating rifle can shoot sixty shots a minute. How many bullets can each weapon shoot in one hour? In one hour, what is the difference between the number of shots fired by the musket and the number fired by the rifle? About how many targets can the musket be expected to hit? How many targets will the repeating rifle hit? (Use the attached chart to help you.)

GRADE 11

Do you think the war would have ended sooner if the Union had used more rifled muskets as opposed to smoothbore muskets? Why or why not?

Critical thinking: why would men voluntarily march into battle – into certain death at times, because of Napoleonic tactics combined with advanced technology? What factors – at home and with their unit – would have influenced their perspective?



Tales of the Gun. Guns of the Civil War. The History Channel. 1998. A&E Television Networks. Marketed and distributed by New Video Group in New York, New York. 1996 – Art and Design.

GRADE 5
GRADE 8
GRADE 11

The Civil War Soldier

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The Civil War's Common Soldier, National Park Civil War Series, James I. Robertson, Jr., Eastern National, 1994.

Co. Aytch: A Side Show of the Big Show. Sam R. Watkins. Crowell-Collier Company: 1962

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The Complete Idiot's Guide to the Civil War. Alan Axelrod. With Forward by Walton Rawls. Alpha Books: 1998.

Four Years in the Stonewall Brigade. John O. Casler. Edited by James I. Robertson, Jr. Morningside Books: 1971.

Gone for a Soldier: The Civil War Memoirs of Private Alfred Bellard. Alfred Bellard. Little, Brown & Co.: 1975

Hardtack and Coffee: The Unwritten Story of Army Life. John D. Billings. With illustrations by Charles W. Reed. Introduction and index copyright 1993: University of Nebraska Press. Reprint of original edition published 1887 by George M. Smith & Co., Boston.

The Negro Soldier During the Civil War, Christian A. Fleetwood, www.civilwarhistory.com/021099/negrosoldier.html

Poetry and Music of the War Between the States, Music of the War Between the States, http://users.erols.com/kfraser/music/index.html

Tales of the Gun, Guns of the Civil War, The History Channel, 1998, A&E Television Networks, Marketed and distributed by New Video Group in New York, New York. 1996 – Art and Design.

Teacher's Field Trip Packet. National Civil War Naval Museum. Port Columbus Civil War Naval Center.

United States Colored Troops in the Civil War, African American Civil War Memorial, The First and only National Memorial and Museum for United States Colored Troops in the Civil War, www.afroamcivilwar.org/learn.html

War, Terrible War, The Children's War Voice Card, Document Packet, Lesson 16, Library of Congress.

We Were There, Too! Young People in U.S. History, Phillip Hoose, Melanie Kroupa Books, New York, 2001.

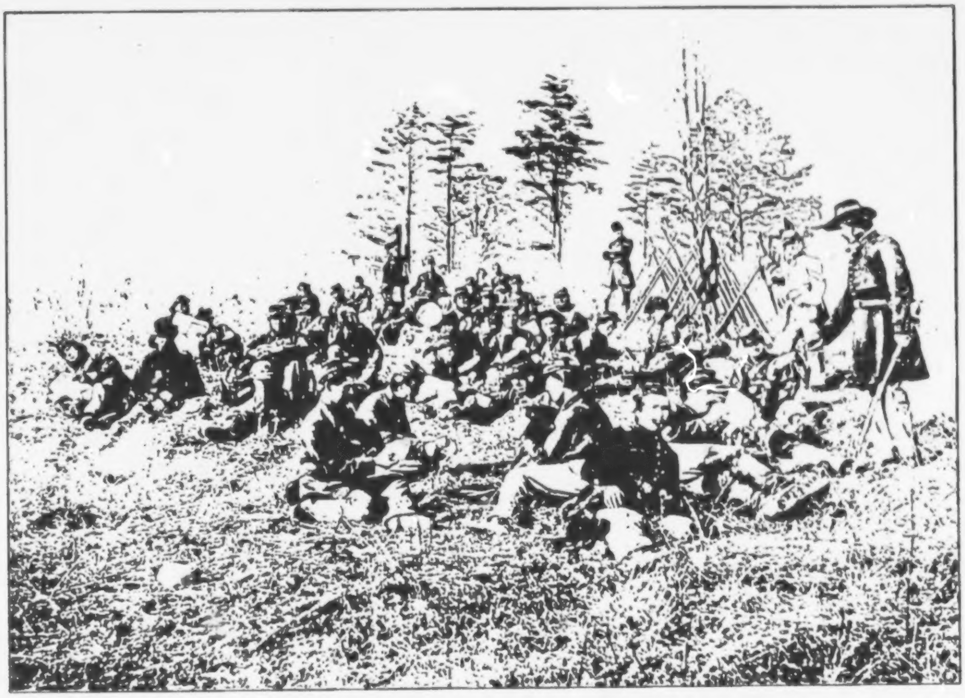
What They Fought For 1861-1865, James M. McPherson, Anchor Books, A division of Random House, Inc., New York, 1994, Louisiana State University Press.

Sheets to Accompany Civil War Traveling Trunk

PASTIMES 1

Civil War Pastimes

Examine the picture below, and list the various activities that the soldiers are engaged in to pass the time.



Games in Camp:

Or, What Boredom Can Do to a Soldier

Soldiers participated in all kinds of activities such as boxing, broad jumping, wrestling matches, foot races, hurdles, mock fighting, marbles, checkers, chess, dominoes, dice, cockfights, and the new game of baseball.

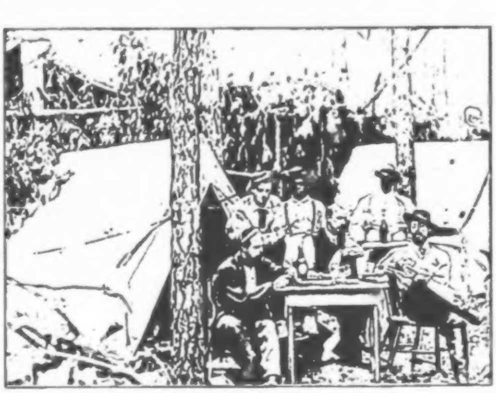
For the VERY bored, there were louse races. That's right, louse races. At first, Civil War soldiers were horrified to find that they had lice. But, as there seemed to be no way to get rid of the vermin for good, soldiers grew used to them – and could even have fun with them (*Hardtack and Coffee*, 79-85). Soldiers in both armies had louse races. In camp at Tupelo, Mississippi, Sam Watkins noted that *there was one fellow who was winning all the money; his lice would run quicker and crawl faster than anybody's lice. We could not understand it…the lice were placed in plates – this was the race course – and the first that crawled off was the winner. At last we found out [his] trick; he always heated the plate* (*Co. Aytch*, 55).

In his book *Four Years in the Stonewall Brigade*, John Casler wrote about his time as a prisoner at Fort McHenry: *There was an ant bed in the lower end of the yard, and every day there would be from five to ten prisoners around that bed, picking off lice and having them and the ants fighting. They would have a regular pitched battle, and would get up bets on them. Sometimes the ants would drag the louse off, but often times a big louse would stand them off. It was great sport for the prisoners* (*Four Years*, 282).

The number one activity that most soldiers participated in was playing cards. At that time, cards did not have numbers on them, just the symbols or suits. In the Confederacy, where paper was hard to get, soldiers would make their own cards, sometimes decorated with pictures of Jefferson Davis (*CWTI Common Soldier*, 46). Gambling was so common that many of the more "moral-minded" soldiers were disgusted.

In the winter, there were activities such as ice skating, sledding, building snowmen, and snowball battles. These battles were often elaborately organized as officers joined in and led their men using military formation and tactics. These snowball battles sometimes resulted in black eyes, bruises, and an occasional broken limb.

Music was almost always welcome, even if the soldiers' lack of musical skill could butcher even the most basic songs. *We had a violin in prison* remembers John Casler *and a fifer with his fife, and would have dances at night* (*Four Years in the Stonewall Brigade*, 282).

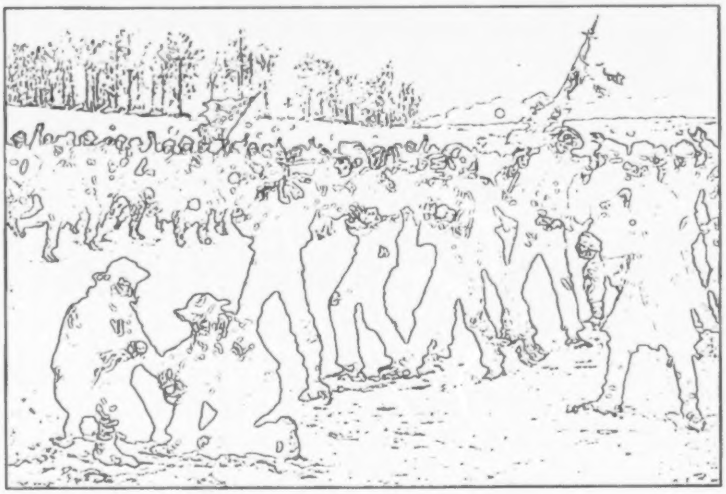


Officers of the 114th Pennsylvania Infantry playing cards in front of tents, Petersburg, Virginia. Courtesy of the library of Congress. LC-B817-7145

PASTIMES 2

✓SOME THINGS TO CONSIDER

Imagine for a moment that you no longer have a television, radio or CD player, computer game system, or telephone. Imagine that there are no "board games" as we know them. What would you do for fun? Does this say something about the society we live in? Compared to Civil War soldiers and civilians, do you think we're "spoiled"? Why or why not?



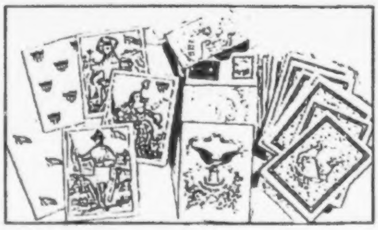
Confederate snowball fight. Illustration from *Battles and Leaders III.*

Union soldier's mittens From the collection of Don Troiani www.historicalartprints.com.

Confederate winter quarters in Centreville, Virginia. Courtesy of the Library of Congress, LC-B8171-0332

Free Time – Too Much of a Good (Or Bad) Thing

Many soldiers were extremely homesick after the newness of their adventure had worn off. They thought that the war would be fun – but it certainly wasn't! Disease, blood and battle, difficult work, and just plain boredom took their toll on the spirits of soldiers – both mature men and boys. After just two months of war, Captain Harley Wayne from Illinois wrote of the homesickness faced by the young boys in his regiment: *I found one crying this morning. I tried to comfort him but had hard work to keep from joining him* (*Common Soldier*, 42). Another soldier wrote home to say *I have saw a rite Smart of the world Sence I left home But I have not saw any place like Buncomb and Henderson yet* (*CWTI, Common Soldier*, 12).



Union Officer's playing cards. From the collection of Don Troiani http://www.historicalartprints.com

Officers in front of their winter quarters in Brandy Station, Virginia. Courtesy of the Library of Congress, LC-B817-7161

Of course, the boys discussed their sweethearts back home. Try and decipher how one Union soldier described his girl, using the lingo of the day: *My girl is none of your one horse girls. She is a regular stub and twister. She is well-educated and refined, all wildcat and fur, and Union from the muzzle to the crupper* (*Common Soldier*, 42).

Some soldiers wrote, with disgust, about the lack of morals that could run amok in camp.

Prostitution was a huge problem. In Washington, D.C., for example, there were 7,000 prostitutes in 1863 (*Common Soldier* 41)! Many soldiers complained about swearing, gambling, and other vices. Evidently, for some soldiers, too much free time was a very bad thing.

Soldiers in front of tent, two men holding roosters, preparing for cock fight. Courtesy of the Library of Congress, LC-USZC4-7962

Oh, the Joy of Soldiering, Part 2:

Please, Please Mr. Postman! Or, the Art of Letter Writing

Soldiers had a lot or free time while in camp, especially during the winter months. They spent much of their time writing letters. For many, it was the first time that they had been outside their small rural communities, so they wanted to write home and tell of their adventurous (or not so adventurous) lives. They wanted to tell their family about how they were feeling, about their experiences, and about camp life. In the fall of 1861, a civilian who was visiting a camp noted that 1,000-man regiments were mailing approximately 600 letters a day (Museum of the Confederacy, 5). They looked forward to letters from home to brighten the monotony of camp life; letters were read and re-read a thousand times until they were worn out. A Connecticut private said, *The soldier looks upon a letter from home as a perfect God send—sent as it were, by some kind ministering Angel Spirit, to cheer his dark and weary hours.* Another soldier told his wife that he *was almost down with histericks to hear from home*, and when a Minnesota private received a letter from home, he confessed, *I can never remember of having been so glad before. I sat down and cried with joy and thankfullness* (*Common Soldier*, 18-19).

Some of the letters were well written, but some were so poorly written in phonetics that they were hard to understand. Often, there were several men in company who couldn't spell their names on the company roster (*CWTI*, *Common Soldier*, 15). Many lines from these letters proved humorous. Here are some examples:

Letter from a Union Soldier to his wife:

"I am well at the present with the exception I have got the Dyerear [diarrhea] and I hope these lines will find you the same."

What do these words from soldier-written letters refer to?

New Mornion
Horse Pittle
Yaler Ganders
Camp Diary

One man complained to his wife that they had to drink water *thick with mud & wigel tails.*

— *Civil War Times Illustrated, Common Soldier, 15-16*

Answers: Pneumonia, Hospital, Yellow Jaundice, Camp Diarrhea

Letters written by Civil War soldiers, who are long gone, carry fragments of their ideas, beliefs, and points of view, as well as a glimpse into their time. They are also eyewitness accounts of many of the events of the Civil War. Think of all that you have learned from the excerpted letters, diaries, memoirs, and journals of Civil War soldiers in the past few days. What would studying history be like without these primary sources? Boring?

✓SOME THINGS TO CONSIDER

Do you ever write "old-fashioned" letters? You know, the things you put in the mail? Do you keep a journal or diary? How do you think this age of telephones and e-mail will affect future generations who wish to study our lives?

From reading the letters of Civil War soldiers, we can learn why the soldiers fought. Some fought to "save the Union," some fought for states rights. Some fought to free the slaves, some fought to keep slavery. Some fought for adventure; some fought out of peer pressure, and some fought because they were ashamed to stay home.

A farmer from the 47th Alabama wrote *I confess that I gave you up with reluctence. Yet I love my country dearly. The war in which we are unfortunately involved has been forced upon us. We have asked for nothing but to be let alone. I intend to discharge my duty to my country and to my God* (*What they Fought For*, 11).

A New York farmer wrote *My country, glorious country, if we have only made it truly the land of the free…I count not my life dear unto me if only I can help that glorious cause along* (*What they Fought For*, 34).

✓SOME THINGS TO CONSIDER

What would you like to share with future generations? Could you describe what it's like to attend school in the 21st century? If you think school isn't all that interesting, just consider how much school has changed since 1900, or 1800. Think how different your school is from a 19th century girls' finishing school, or a frontier one-room schoolhouse. By taking a few minutes each day to write about your life, your thoughts, and how you feel about things that are happening in the world, you are providing a wonderful resource for future generations.

What current events – national, local, or world events – do you feel strongly about? Has anything large happened lately – changing the way you view the world? Write about it. Don't just tell what happened – tell how you feel about it. Can you save your writings for students in next year's class?

MUSIC 1

Dixie's Land

by Daniel Decatur Emmett
(1815-1904)

I wish I was in the land of cotton,
Old times there are not forgotten;
Look away! Look away! Look away, Dixie's Land!
In Dixie's Land where I was born in,
Early on one frosty morning,
Look away! Look away! Look away, Dixie's Land!

CHORUS: Then I wish I was in Dixie! Hooray! Hooray!
In Dixie's Land I'll take my stand, to live and die in Dixie!
Away! Away! Away down South in Dixie!
Away! Away! Away down South in Dixie!

Old Missus married "Will the Weaver;"
William was a gay deceiver!
Look away! Look away! Look away, Dixie's Land!
But when he put his arm around her,
Smiled as fierce as a forty-pounder!
Look away! Look away! Look away, Dixie's Land!—**CHORUS**

His face was sharp as a butcher's cleaver;
But that did not seem to grieve her!
Look away! Look away! Look away, Dixie's Land!
Old Missus acted the foolish part
And died for a man that broke her heart!
Look away! Look away! Look away, Dixie's Land!—**CHORUS**

Now here's a health to the next old missus
And all the gals that want to kiss us!
Look away! Look away! Look away, Dixie's Land!
But if you want to drive away sorrow,
Come and hear this song tomorrow!
Look away! Look away! Look away, Dixie's Land!—**CHORUS**

There's buckwheat cakes and Injin batter,
Makes you fat or a little fatter!
Look away! Look away! Look away, Dixie's Land!
Then hoe it down and scratch your gravel,
To Dixie's Land I'm bound to travel!
Look away! Look away! Look away, Dixie's Land!—**CHORUS**

Lyrics courtesy of Kathie Watson, Poetry and Music of the War Between the States, http://users.erols.com/kfraser/confederate/songs/dixie.html.
Please visit this site for more lyrics, information, and MIDI files.

Union Dixie

Music: Daniel Decatur Emmett, Words: Anonymous

Away down South in the land of traitors,
Rattlesnakes and alligators,
Right away, come away, right away, come away.
Where cotton's king and men are chattels,
Union boys will win the battles,
Right away, come away, right away, come away.

CHORUS: Then we'll all go down to Dixie, away, away,
Each Dixie boy must understand
That he must mind his Uncle Sam, away, away,
And we'll all go down to Dixie. Away, away,
And we'll all go down to Dixie.

I wish I was in Baltimore,
I'd make Secession traitors roar,
Right away, come away, right away, come away.
We'll put the traitors all to rout.
I'll bet my boots we'll whip them out,
Right away, come away, right away, come away.

CHORUS: Then they'll wish they were in Dixie, away, away,
Each Dixie boy must understand
That he must mind his Uncle Sam, away, away,
And we'll all go down to Dixie. Away, away,
And we'll all go down to Dixie.

Oh, may our Stars and Stripes still wave
Forever o'er the free and brave,
Right away, come away, right away, come away.
And let our motto ever be —
"For Union and for Liberty!"
Right away, come away, right away, come away.

CHORUS: Then they'll wish they were in Dixie, away, away,
Each Dixie boy must understand
That he must mind his Uncle Sam, away, away,
And we'll all go down to Dixie. Away, away,
And we'll all go down to Dixie.

Lyrics courtesy of Kathie Watson, Poetry and Music of the War Between the States,
http://users.erols.com/kfraser/union/songs/union-dixie.html.
Please visit this site for more lyrics, information, and MIDI files.

MUSIC 3

The Battle Cry of Freedom

by George F. Root
(1820-1895)

Yes, we'll rally round the flag, boys,
We'll rally once again,
Shouting the battle cry of Freedom,
We will rally from the hillside,
We'll gather from the plain,
Shouting the battle cry of Freedom.

CHORUS: The Union forever,
Hurrah! boys, hurrah!
Down with the traitors,
Up with the stars;
While we rally round the flag, boys,
Rally once again,
Shouting the battle cry of Freedom.

We are springing to the call
Of our brothers gone before,
Shouting the battle cry of Freedom;
And we'll fill our vacant ranks with
A million free men more,
Shouting the battle cry of Freedom.—**CHORUS**

We will welcome to our numbers
The loyal, true and brave,
Shouting the battle cry of Freedom;
And although they may be poor,
Not a man shall be a slave,
Shouting the battle cry of Freedom.—**CHORUS**

So we're springing to the call
From the East and from the West,
Shouting the battle cry of Freedom;
And we'll hurl the rebel crew
From the land that we love best,
Shouting the battle cry of Freedom.—**CHORUS**

Lyrics courtesy of Kathie Watson, Poetry and Music of the War Between the States,
http://users.erols.com/kfraser/union/songs/battcry.html
Please visit this site for more lyrics, information, and MIDI files.

MUSIC 4

The Battle Cry of Freedom (Southern Version)

Music by George F. Root
(1820-1895)

Our flag is proudly floating
On the land and on the main,
Shout, shout the battle cry of Freedom!
Beneath it oft we've conquered,
And we'll conquer oft again!
Shout, shout the battle cry of Freedom!

CHORUS: Our Dixie forever!
She's never at a loss!
Down with the eagle
And up with the cross!
We'll rally 'round the bonny flag,
We'll rally once again,
Shout, shout the battle cry of Freedom!

Our gallant boys have marched
To the rolling of the drums,
Shout, shout the battle cry of Freedom!
And the leaders in charge cry out,
"Come, boys, come!"
Shout, shout the battle cry of Freedom!—**CHORUS**

They have laid down their lives
On the bloody battle field,
Shout, shout the battle cry of Freedom!
Their motto is resistance —
"To tyrants we'll not yield!"
Shout, shout the battle cry of Freedom!—**CHORUS**

While our boys have responded
And to the fields have gone,
Shout, shout the battle cry of Freedom!
Our noble women also
Have aided them at home,
Shout, shout the battle cry of Freedom!—**CHORUS**

Lyrics courtesy of Kathie Watson, Poetry and Music of the War Between the States,
http://users.erols.com/kfraser/confederate/songs/southern_battcry.html
Please visit this site for more lyrics, information, and MIDI files.

Reply to "The Bonnie Blue Flag"

[Also known as *The Stripes and Stars*]

by Colonel J.L. Geddes

We're fighting for our Union,
We're fighting for our trust,
We're fighting for that happy land
Where sleeps our father's dust.
It cannot be dissevered,
Though it cost us bloody wars,
We never can give up the land
Where floats the stripes and stars.

Chorus: Hurrah, Hurrah,
For equal rights hurrah,
Hurrah for the good old flag
That bears the stripes and stars.

We trusted you as brothers,
Until you drew the sword,
With impious hands at Sumter
You cut the silver cord.
So now you hear the bugles,
We come the sons of Mars,
To rally round the brave old flag
That bears the stripes and stars.

Chorus: Hurrah, Hurrah,
For equal rights hurrah,
Hurrah for the good old flag
That bears the stripes and stars.

We do not want your cotton,
We do not want your slaves,
But rather than divide the land,
We'll fill your Southern graves.
With Lincoln for our chieftain,
We wear our country's stars,
And rally round the brave old flag
That bears the stripes and stars.

Chorus

We deem our cause most holy,
We know we're in the right,
And twenty million freemen
Stand ready for the fight.
Our pride is fair Columbia,
No stain her beauty mars,
On her we'll raise the brave old flag
That bears the stripes and stars.

Chorus

And when this war is over,
We'll each resume our home,
And treat you still as brothers,
Where ever you may roam.
We'll pledge the hand of friendship
And think no more of war,
But dwell in peace beneath the flag
That bears the stripes and stars.

Chorus

Lyrics courtesy of Kathie Watson, Poetry and Music of the War Between the States,
http://users.erols.com/kfraser/union/songs/union-bonnie.html.
Please visit this site for more lyrics, information, and MIDI files.

Good Ol' Rebel Soldier

by Major Innes Randolph, C.S.A.

Oh, I'm a good old Rebel soldier, now that's just what I am;
For this "Fair Land of Freedom" I do not give a damn!
I'm glad I fit against it, I only wish we'd won,
And I don't want no pardon for anything I done.

I hates the Constitution, this "Great Republic," too!
I hates the Freedman's Bureau and uniforms of blue!
I hates the nasty eagle with all its brags and fuss,
And the lying, thieving Yankees, I hates 'em wuss and wuss!

I hates the Yankee nation and everything they do,
I hates the Declaration of Independence, too!
I hates the "Glorious Union" — 'tis dripping with our blood,
And I hates their striped banner, and I fit it all I could.

I followed old Marse Robert for four years, near about,
Got wounded in three places, and starved at Point Lookout.
I cotched the "roomatism" a'campin' in the snow,
But I killed a chance o' Yankees, and I'd like to kill some mo'!

Three hundred thousand Yankees is stiff in Southern dust!
We got three hundred thousand before they conquered us.
They died of Southern fever and Southern steel and shot,
But I wish we'd got three million instead of what we got.

I can't take up my musket and fight 'em now no more,
But I ain't a'gonna love 'em, now that's for sartain sure!
I do not want no pardon for what I was and am,
And I won't be reconstructed, and I do not care a damn!

Lyrics courtesy of Kathie Watson, Poetry and Music of the War Between the States,
http://users.erols.com/kfraser/confederate/songs/rebel.html
Please visit this site for more lyrics, information, and MIDI files.

MUSIC 7

Music

Robert E. Lee declared that without music, there would have been no army. Over 2,000 new songs were created during the Civil War. That's more than any other event in American history. The first Civil War song was released three days after the firing on Fort Sumter. Soldiers were constantly immersed in music. They departed from hometowns with fanfares of music; as they waited for a battle to begin, they were humming melodies; they sang while marching; the camps were filled with music at night (*Common Soldier*, 19).

During the Battle of Williamsburg, *[Federal] Corps commander [Samuel] Heintzelman joined the desperate struggled to close the broken ranks. He hit on the novel idea of rallying them with music. Finding several regimental bands standing by bewildered as the battle closed in, Heintzelman ordered them to take up their instruments. 'Play! Play! It's all you're good for,' he shouted.... Play some marching tune! Play 'Yankee Doodle,' or any doodle you can think of, only play something!" Before long, over the roar of the guns, came the incongruous sound of 'Yankee Doodle' and then "Three Cheers for the Red, White, and Blue." One of [General Joseph] Hooker's men thought the music was worth a thousand men. 'It saved the battle,' he wrote* (Poetry and Music of the War Between the States, http://users.erols.com/kfraser/music/index.html).

Even in years after the war, soldiers remembered fondly (or with sadness) the songs of the war. Sam R. Watkins wrote *In the year of our Lord eighteen hundred and sixty-one, do you remember those stirring times? Do you recollect in that year, for the first time in your life, of hearing Dixie and the Bonnie Blue Flag* (*Co. Aytch*, 20)? And, hearing *Be it ever so humble, there's no place like home* could reduce even the most hardened veteran to tears as he sat, bored and lonely, in winter quarters.

✓SOME THINGS TO CONSIDER

Music can bring back powerful memories. Are there any songs that have special memories for you? What song(s) and why? When you go home tonight, ask a parent or grandparent the same questions.

MEDICAL 1

620,000 soldiers died during the Civil War. Two thirds died of disease, not wounds.

WHY?

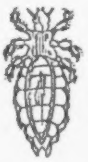
Poor Hygiene	Civil War soldiers didn't get a daily shower. Also, they used the same few pots to cook food and to boil lice-infested clothing. Yummy!
Garbage in Camp	You couldn't put the trash on the curb every week, could you?
Filth from Camp Sinks	Latrines were often dug too close to streams, which contaminated the water supply. Imagine drinking from the school toilets every day.
Overcrowding	Close contact with other people caused diseases to spread rapidly.
Exposure to all types of weather	Extreme hot and cold; rain, sleet, snow; dust and mud.... Exposure to the elements lowers your body's ability to resist disease.
Improper and inadequate diet, spoiled food	Staple foods were hardtack for Union soldiers and cornbread for Confederates. Fresh fruit and vegetables were rare. Soldiers received some meat, but, often, it spoiled or too full of preservatives to eat. More later.
"Bugs" 	Flies, mosquitoes, ticks, lice, maggots, and fleas were abundant and carried disease. Lack of medical knowledge People didn't know about "germs" and how they were spread. Doctors didn't wash their hands before operating, or clean tools after each patient.
Lack of surgeons	There were too few surgeons to handle the huge numbers of sick and wounded. Lack of immunity to diseases Many rural soldiers became sick because for the first time they were in a large group of people and had no immunity to diseases such as chickenpox, smallpox, scarlet fever, measles, mumps, and whooping cough. These epidemics ran rampant through many regiments.
Impure water	If a stream looked and smelled good, it was assumed that the water was good. Not always true!

From *National Museum of Civil War Medicine*

Wood tick illustration from *Hardtack and Coffee: The Unwritten Story of Army Life* by John D. Billings. Illustrated by Charles W. Reed

MEDICAL 2

What diseases did soldiers get?

Dysentery	Number one killer during the Civil War. Victims get severe diarrhea with passage of mucous and blood.
Typhoid fever Pediculus Vestimenti. Illustration from *Hardtack and Coffee: The Unwritten Story of Army Life* by John D. Billings. Illustrated by Charles W. Reed 	"Camp Fever" – Number two killer, at ¼ of disease deaths. This disease is caused by any of several bacteria. It is very severe, and causes a high fever, intense headache, intense rash, and delirium. Body lice transmit it.
Ague	Pronounced "AY-gyu". A bad fever with a cycle of chills and sweating. Also, "swamp fever."
Yellow Fever	Caused by a virus, this disease is carried by a specific mosquito and can be fatal.
Malaria	"Shakes" – spread by mosquitoes.
Scurvy	Disease caused by a lack of vitamin C. The gums get spongy; teeth become loose, and mucous membranes begin to bleed.
Pneumonia	Disease causing inflammation of the lungs.
Tuberculosis	A very contagious disease that is caused by a bacteria. It mainly affects the lungs.
Smallpox	An extremely dangerous, contagious disease caused by a specific virus. It causes a fever and "bumps" similar to chickenpox. Supposedly, in the 20th century, this disease was wiped out by global vaccinations. However, during the Cold War, both the United States and the former Soviet Union cultivated the smallpox virus for possible use in "germ warfare."
Other	chicken pox, scarlet fever, measles, mumps, and whooping cough

The chart above doesn't even count the infections and gangrene that were common with wounded soldiers!

✓SOME THINGS TO CONSIDER

How many of these diseases have YOU had?

Have you ever known anyone with any of these diseases? Why or why not?

Hospitals and Medical Knowledge

Imagine you're in gym class. You and your friend are running the 100-meter dash. Suddenly you both trip and skin your knees – badly. You roll around in the dirt, and then you don't wash your wounds. Obviously, your knees get really, really infected and they start to ooze. Next day you both go to the school nurse. She determines that your oozing wounds aren't that bad. In fact, she takes a cotton swab and transfers some of the "ooze" from your knee to your friend's knee so it will get better faster.

Wait a minute! Yuck! Why would she do that?

During the Civil War, the experience and training of doctors wasn't well regulated. The Union Army only had 98 doctors registered and the Confederacy had only 24 (*Tenting Tonight*, 79). Therefore, both armies were willing to take anyone who considered himself a physician. Most of these new doctors carried around a copy of a military surgery manual that had been written by Dr. Samuel Gress. Can you imagine being operated on by a man who had just read the directions?

Infection was a huge problem. And, to make matters worse, doctors thought pus was a good sign (they called it *laudable pus*), and they transferred it from patients who had it to those who didn't. So, they infected another patient (*Tenting Tonight*, 79).

Surgeons operating in a Federal hospital tent during the siege of Charleston, 1863. Massachusetts Commandery, Military Order of the Loyal Legion and the US army Military History Institute.

Doctors didn't understand germs or how they were carried and spread. As a result, they violated nearly every rule of sterile technique that doctors use today. A doctor's assistant wrote, *It was common to see a doctor with his sleeves rolled up to his elbows, his bare arms as well as his linen apron smeared with blood and his knife…held between his teeth* (Sabiston and Lyerly, 6).

Infection and disease was so widespread that soldiers didn't have much faith in doctors. Sometimes soldiers felt that limbs were amputated needlessly – or they simply didn't want to have their arm or leg cut off (why not?). One such corporal drew his revolver on a doctor, saying, *The man that puts a hand on me dies* (*Hardtack and Coffee*, 310)!

MEDICAL 4

Amputation

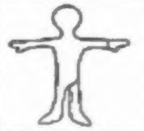
At the field or tent hospitals (which were close to battle lines and in range of bullets and shells) surgeons used their fingers to search for bullets and tried their best to control bleeding. And, believe it or not, three-fourths of a surgeon's time was spent amputating limbs (*Tenting Tonight*, 33). Most wounds suffered by Civil War soldiers were to the arms and legs. An Army of Tennessee surgeon wrote that *the shattering, splintering and splitting of a long bone by the impact of the Minie? or Enfield ball were, in many instances, both remarkable and frightful, and early experience taught surgeons that amputation was the only means of saving life* (*Tenting Tonight*, 92).

Amputation was the wounded soldier's best chance of survival. Union soldiers suffered 174,000 extremity wounds (arms and legs). Of these, 30,000 resulted in amputations. (*Tenting Tonight*, 92) Three-fourths of the amputees survived (*Tenting Tonight*, 92). The sooner the amputation was performed, the better the chance of survival. If amputation was delayed more than 48 hours, blood poisoning, bone infection, or gangrene would set in, and the death rate would double (*Tenting Tonight*, 92). This was a very painful way to die. It was actually best to amputate within 24 hours (Museum of the Confederacy). Many doctors used anesthesia in the forms of chloroform and ether when they operated, especially near the end of the war.

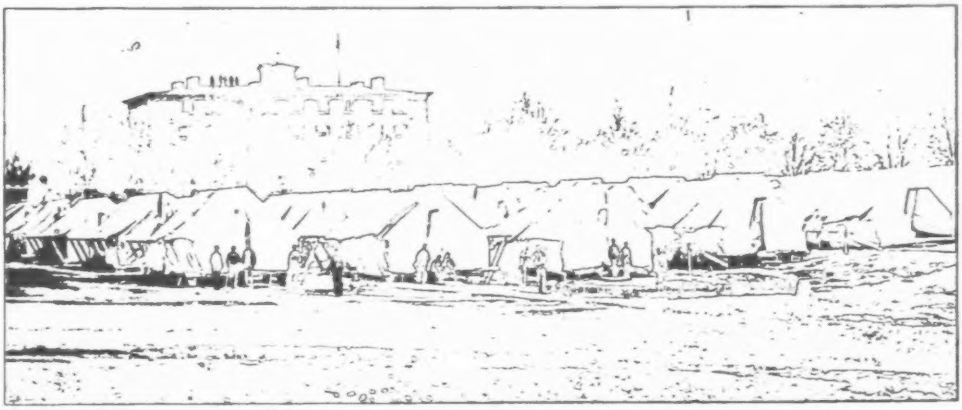
A patient's chance of survival depended on how far the wound was from the trunk of the body.

Location	Fatality Rate
Forearm	14%
Hip Joint	88%

Museum of the Confederacy



When soldiers were wounded in battle, the Infirmary Corps carried the wounded to a forward aid station located within the lines of battle (Museum of the Confederacy). There, an assistant surgeon would give the soldier alcohol and painkillers and would try to stop the bleeding by packing the wound with lint and bandaging it. (Lint was obtained by scraping linen fabric. Think of the junk that collects on the filter of your clothes dryer.) If the bleeding would not stop, a tourniquet would be applied. This would stop the flow of blood to the limb, which meant that the limb would have to be amputated. Next, the wounded soldiers would be transported by ambulance to a field hospital, which was a short distance behind the lines.



Douglas Hospital, Washington D.C. with hospital tents outside to accommodate the overflow of the wounded. Massachusetts Commandery, Military Order of the Loyal Legion and the US army Military History Institute.

BEST COPY AVAILABLE

At the field hospital, the operating table was often a barn door supported by two barrels or similar objects. Doctors wore no masks or caps to tuck their hair under. There were no gowns – just an apron. The "operating table" was probably not cleaned after each patient – so it would be covered with blood and filth.

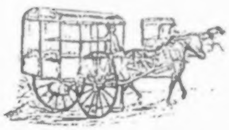
A nurse tending to two Union soldiers in a hospital in Nashville, TN. Massachusetts Commandery, Military Order of the Loyal Legion and the US army Military History Institute.

What was it like to have a limb amputated?

T.D. Kingsley, a Union colonel: *The surgeons used a large cotton press as their butchering room & when I was carried into the building and looked about I could not help comparing the surgeons to fiends. It was dark & the building lighted partially with candles: all around on the ground lay the wounded men; some of them were shrieking, some cursing & swearing & some praying*...(*Tenting Tonight*, 92).

William Blackford of the 1st Virginia Cavalry: *Tables about breast high had been erected upon which screaming victims were having legs and arms cut off...the surgeons and their assistants, stripped to the waist and bespattered with blood, stood around, some holding the poor fellows while others, armed with long, bloody knives and saws, cut and sawed away with frightful rapidity, throwing the mangled limbs on a pile nearby as soon as removed*...his men were soon *overwhelmed by the prayers, the curses, the screams, the blood, the flies, the sickening stench of this horrible little valley* (*Tenting Tonight*, 94).

What happened after the amputation?


Two-Wheeled Ambulance. Illustration from *Hardtack and Coffee: The Unwritten Story of Army Life* by John D. Billings. Illustrated by Charles W. Reed.

The solider was moved, by ambulance, to a hospital further from the fighting. This was a bumpy ride, and the soldier was already in horrible pain. From this point, the soldier was often moved by rail. In the winter, the rail car was freezing cold. On the long, horrible trip, there was no water and nothing to kill the pain.

Infection was the number one cause of death after surgery. It was caused by tetanus (lockjaw), erysipelas (intense swelling of tissues caused by bacteria), gangrene (death of soft tissue), and pyaemia (blood poisoning caused by bacteria). That's one reason for the creation of field hospitals; some surgeons performed amputations on the field of battle to try to increase the chance of survival.

MEDICAL 5

Beat the Odds: Civil War Wounds

Here are three different situations. Using what you know about chances of survival, rank the wounded soldiers from "best" to "worst". How will each soldier be treated for his wounds?

☐ 1. Colonel Abner Morgan is a wounded Confederate cavalry officer. He was shot through the left leg, wounding his horse as well. The wounded leg was shot through the calf. He is bleeding very heavily.

☐ 2. Private Frank Weaver is from the 129th Pennsylvania. He was wounded with a bullet piercing his abdomen. It entered the left front and shot through to the back.

☐ 3. Private Clark Hannah is from the 87th Indiana. He was wounded in the right leg, in the thigh, just below the hip.

Wounded soldiers in a crowded hospital. Courtesy of the National Archives, NWDNS-111-B-286

FOOD 1

What Did Civil War Soldiers Eat?

Union Fare		Confederate Fare	
Hardtack	Hard "crackers" made with flour, salt, and water. More on this subject later!	Cornmeal	For Johnnie Cakes and *Cush:* beef and cornmeal fried with bacon grease
Meat	Salted pork, bacon, or beef soaked with potassium nitrate (saltpeter)	Meat	Salted beef or bacon soaked with potassium nitrate (saltpeter)
Flour		Dried peas	
Cornmeal			
In lesser amounts:		In lesser amounts:	
Molasses		Molasses	
Salt and pepper		Hardtack	Not frequent due to flour shortages
Coffee or tea		Coffee or tea	Union blockades meant no coffee beans, so they used peanuts, chicory, okra, wheat, corn, bran, acorns, rye, peas, sweet potatoes, and dried apples to make something similar.
Sugar		Sugar	
Rice or hominy	Corn that has been soaked and washed to remove the hulls		
Dried beans or peas		Peanuts	"goober peas"
Desiccated vegetables	Dehydrated, shredded vegetables packed in cakes	Fresh vegetables	When available
Milk 	Gail Borden's condensed milk – a new invention!		

Cooking for the Cause: Confederate Recipes, Documented Quatations and Commemorative Recipes. Patricia B. Mitchell, 1988.

Union Army Cooking:: 1861-1865. Patricia B. Michell, 1990.

FOOD 2

Hungry? How about worm castles and desecrated vegetables?

"Hardtack"
Chicago Historical Society, ICHI-22575

The daily ration of Civil War soldiers was pretty simple. This is primarily because they couldn't preserve food like we do today. Canned foods had been available after 1809; however, it was difficult to transport to troops on the march (*Cooking for the Cause*, 5).

Hardtack was the Union soldiers' main source of food because it was cheap to make, easy to transport, and lasted a long time. Today, we still have hardtack that was made during the Civil War! It was extremely hard because it was baked in northern factories and stored in warehouses before it was finally shipped to soldiers on the battlefields. It was so hard many soldiers broke their teeth trying to eat it! Some of the nicknames soldiers had for hardtack were teeth-dullers, sheet-iron crackers, flour tile, ship's biscuit and hard bread. They also called it worm castles because there were often weevils and maggots in the crackers. To eat this hard bread, soldiers often broke it up with a rock or rifle butt and softened it by putting it in their coffee or heating it in grease. They had a favorite dish called Skillygallee, which was fried pork fat with crumbled hardtack.

> *While before Petersburg, doing siege work in the summer of 1864, our men had wormy 'hardtack,' or ship's biscuit served out to them for a time. It was a severe trial, and it tested the temper of the men. Breaking open the biscuit and finding live worms in them, they would throw the pieces in the trenches where they were doing duty day by day, although the orders were to keep the trenches clean, for sanitary reasons.*
>
> *A brigade officer of the day, seeing some of the scraps along our front, called out sharply to our men: "Throw that hardtack out of the trenches." Then, as the men promptly gathered it up as directed, he added, 'Don't you know that you've no business to throw hardtack in the trenches? Haven't you been told that often enough?' Out from the injured soldier heart there came the reasonable explanation: "We've thrown it out two or three times, sir, but it crawls back"* (*Union Army Camp Cooking*: 1861-1865, 18).

What are "desecrated vegetables"? According to Abner Small of the 16th Maine, the government asked someone to come up with a *vegetable compound in portable form, and it came – tons of it – in sheets like pressed hops. I suppose it was healthful, for there was variety enough in its composition to satisfy any condition of stomach and bowels. What in Heaven's name it was composed of, none of us ever discovered. It was called simply 'desiccated vegetables.' Ben once brought in just before dinner a piece with a big horn button on it, and wanted to know "if dat 'ere was celery or cabbage?" I doubt our men have ever forgotten how a cook could break off a piece as large as a boot top, put it in a kettle of water, and stir it with the handle of a hospital broom. When the stuff was fully dissolved, the water would remind one of a dirty brook with all the dead leaves floating around promiscuously. Still, it was a substitute for food. We ate it, and we liked it, too* (Union Army Camp Cooking, 26-27).

Charles E. Davis, 13th Massachusetts: *It was at Darnestown that we were first made acquainted with an article of food called 'desiccated' vegetables. For the convenience of handling, it was made into large, round cakes about 2 inches thick. When cooked, it tasted like herb tea. From the flow of lan-*

guage which followed, we suspected it contained powerful stimulating properties. It became universally known in the army as 'desecrated' vegetables, and the aptness of this term would be appreciated by the dullest comprehension after one mouthful of the abominable compound. It is possible that the chaplain, who over heard some of the remarks, may have urged its discontinuance as a ration. inasmuch as we rarely, if ever, had it again (*Union Army Camp Cooking*, 27).

For comparison, examine the contents of a jar of dehydrated vegetables. They can be found in the spice section at the grocery store. Imagine large cakes of this substance. Delicious, right? Try soaking it in a glass of hot water. Would you like to eat this for dinner?

The Union soldier also added to his diet by receiving care packages from home or buying food from sutlers. These were traveling salesmen that followed the army's regiments. Their prices were extremely high and sometimes their food was spoiled. Soldiers referred to them as vultures, and sometimes raided their supplies (Museum of the Confederacy, 8).

In general, Union soldiers had enough food, even if it was sometimes tasted terrible. The exceptions were when inexperienced or incompetent officers were in charge of distributing rations or when supply depots couldn't keep up with troops in times of quick troop movement and battle.

Confederate soldiers weren't as "lucky" as Union soldiers. Food was scarcer. Cornbread was the staple food. Using the cornmeal, they made Johnnie Cakes and *Cush*, which was cooked beef fried with bacon grease and cornmeal. They didn't have coffee beans in most parts of the Confederacy due to blockades, so they made coffee from just about anything – except coffee! Examine some of the coffees in your local grocery store. Do any of them contain chicory? What is chicory?

Neither army received meat that often. When they did get meat, it was usually too tough, too rotten, or too full of preservatives to be eaten.

Foraging (gathering food from the land or stealing it from farms) wasn't allowed, but officers usually looked the other way when it did happen. In August of 1862, Stonewall Jackson's men raided a Union supply depot at Manassas Junction, Virginia. A Rebel lieutenant wrote, *To see a starving man eating lobster-salad and drinking Rhine wine, bare-footed and in tatters, was curious* (*Cooking for the Cause*, 5-6).

Union General William Tecumseh Sherman wrote, *Convey to Jeff Davis my personal and official thanks for abolishing cotton and substituting corn and sweet potatoes in the south. These facilitate our military plans much, for food and forage are abundant* (*Cooking for the Cause*, 20).

According to Captain Chiswell Dabney, in fall 1864 the Confederates were living mostly on sweet potatoes. Men were so hungry that they were ready to fight just to get food. Scouts discovered cattle headed for the Union troops. All mouths began to water as they imagined

A sutler's bomb-proof shelter nick-named "Fruit and Oyster House" in Petersburg, Virginia. Courtesy of the Library of Congress. LC-B811-1051

eating fresh beef – quite a delicacy! They thought they had the cattle – but the Union army wasn't about to give up this valuable resource without a fight. In the end, the Confederates won because *veterans across their path determined to eat beef or die...* When they were all safe, they *proceeded to have the greatest beefsteak feast ever known in the army of Northern Virginia. As one of our men described it, we snatched the victuals right out of their mouths.... Thus it was that General Grant gave us the great beefsteak feast, and we for a time let out our belts* (*Cooking for the Cause*, 7-9).

Hunger caused many soldiers to experiment with new foods. According to Dr. J. Richard Corbett, *Both Federals and Confederates craved "fresh" meat; and both engaged in killing cows and hogs belonging to civilians and distributing the meat among their troops. During the final months of the war, more than a few horses, mules, dogs, cats and even rats were eaten by soldiers, particularly prisoners of war* (*Cooking for the Cause*, 9).

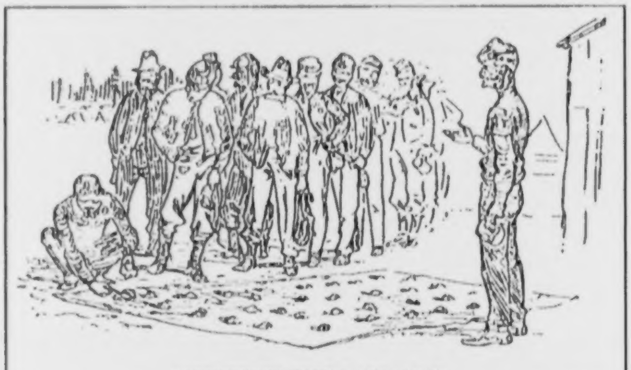
How Do I Cook This Stuff?

When Civil War soldiers were hungry, they just walked to the camp kitchen, popped a few hot dogs in the microwave, and then ate at the table. If that wasn't enough, they could make a late night run to the local convenience store. Right? Not quite.

Here's the problem: you are on the march. Your equipment is as light as you can make it. (Marching is hard work; you don't want to carry extra "stuff" if you don't need to.) The food is given out to the tired, hungry soldiers: meat and flour.

You don't have a frying pan, bread pan, or ANYTHING to cook with. So, what on earth are you supposed to do with the flour? Eat it out of your handkerchief? How do you make it into something "sort of" like bread?

Take a minute to discuss this problem with the rest of the students in your group. Write your ideas down on a separate sheet of paper. When you are finished, go to the next page to find out how they solved the problem.



APPORTIONING COFFEE AND SUGAR.

Illustration from *Hardtack and Coffee*. By John Billings; Illustrations by Charles W. Reed

Solution:

Berry Benson, a Southern scout who was being held in a Union camp, tells how the Union soldiers cooked their rations of beef and flour: *...The meat could be broiled on the coals, but how to cook flour without oven, frying pan, or something, how even to make it into dough? Some heated stones after mixing the dough in dirty handkerchiefs; some baked in the ashes.* One creative soldier *made the dough into a long rope, which was then wrapped spirally round a ramrod, the ramrod being laid horizontally before the fire on two small wooden forks set in the ground. By turning the ramrod, all parts of the dough were by turns exposed to the fire and so baked, being broken off in pieces when done. It then miraculously disappeared (Cooking for the Cause 15).*

Many soldiers cooked in their individual tin dippers. Sometimes, a few men bought a frying pan to share, taking turns carrying it on marches. (Would you want to carry a frying pan when you are marching? Can you imagine being that desperate for good food?) Col. Polk of North Carolina wrote of the scarcity of cooking equipment: *There are seventy-six in my company now and we have three small vessels to cook in. They seldom get cool* (*Cooking for the Cause*, 15).

BEST COPY AVAILABLE

What is Hardtack?

Why people would do this with good flour we don't know.

But, here is how you make hardtack.

Note: unless you have steel dentures, soak the hardtack before you bite into it.

> Mix one part water with five parts flour and a little bit of salt. (Depending on how humid or dry your house is, you may need more or less water.) Roll very flat and cut into crackers about 3 inches square. Punch 16 holes in the crackers. Bake in a medium oven until hard (about 20 minutes). Allow to cool.
>
> When finished, the hardtack should be incredibly hard and tasteless. If you hit it with your fist and it doesn't dent, crumble, or break, you did it right. For the true hardtack experience, add a couple worms. ☺

When finished, donate the crackers to a local hunting club for skeet practice. Or, have a contest for the most creative use for this stuff. This could be a good fundraiser!

UNIFORMS 1

Bluebellies and Butternuts:

Civil War Uniforms

Unbearably hot in the summertime. Heavy and soggy in the wintertime. Either way too big or way too small. These are some of the complaints Civil War soldiers had about their uniforms. A Confederate soldier named William Burch Short wrote that *I've been marching all day in the mud and mire and am very tired indeed my clothes are as wet as if they have been diped in water...* (Museum of the Confederacy)

For the Union, the uniform was light blue trousers worn with a long, dark blue, single-breasted, dress coat or a short dark blue jacket or *blouse*, a dark blue hat with a black visor, shoes, a wool flannel shirt, cotton drawers, and socks. There was also a long, dark blue overcoat with a cape for winter. Most Union uniforms didn't quite fit since they were only made in four sizes. (Museum of the Confederacy; *Common Soldier*, 3-4)

Throughout the war, there were shortages of uniforms and shoes – especially in the Confederacy. At least a third of the Southern army was barefoot throughout the war.

What would happen if you took your next gym class in your bare feet? (Other than getting yelled at by the teacher!) Could you imagine being cold and wet and marching in the rain – in November – in your bare feet? What would you do to protect your feet? Here is one attempted solution:

A Confederate brigadier gave strips of fresh cowhide to his men so they could wrap them around their feet. A soldier describes the result: *General Armstad sent me a pair of raw hide shoes the other day and [they] stretch out at the heel so that when I start down a hill they whip me nearly to death. they flop up and down. they stink very bad and I have to keep a bush in my hand to keep the flies off of them.* Unfortunately, *some of the boys got hungry last night and boiled them and ate them, so farewell raw hide shoes.* (Library of Congress, 35-36)

The South had basically the same type of uniform as the Union soldiers, but it was light gray. Frequently, uniforms were unavailable. Due to blockades, cloth was hard to find in the South, so soldiers sometimes got their uniforms from captured Union soldiers. They would dye it in a mixture of walnut hulls, acorns, and lye until it was a light tan color that they called *butternut*. They also got uniforms from home *(Common Soldier, 3-4)*.

✓SOME THINGS TO CONSIDER

There are many plant substances that can make wonderful natural dyes. For example, in many places in Eastern Europe, the brown, papery skins of onions are boiled to make a light, golden brown dye for Easter eggs. What other plant substances (fruits, vegetables, leaves and roots) do you think might make a good dye? Would any of these substances be good to dye a large number of items, such as thousands of uniforms?

Abel Sheeks, an Alabama soldier who was sixteen said, *I was not very tall and caps and drawers were in short supply, so they went to the older, bigger men. I did not mind this and was happy with what I had, which was what I had brought from home, until the sergeant came to me and said, 'Do you want to be taken for a…Yankee in all that blue?' I did not, so after each fight I would search the field for anyone near my size who did not require use of his equipment. I must confess to feeling very bad doing this, believing the dead should not be disturbed…but I had no other course. In just a few weeks my uniform was the equal of anyone's.* (Library of Congress, 35-36)

✓SOME THINGS TO CONSIDER

Could you take the clothing off a dead person after a battle? Would you want to wear it? Why or why not? What circumstances might make you change your mind? Discuss these questions with other members of your group.

Blue = Union.
Grey = Confederate.
Right? Maybe ... maybe not!

✓SOME THINGS TO CONSIDER

If you were going to create your own uniform for battle, what colors would you use? Would you be bright red, so you'd intimidate your enemy? Would you be royal purple? If you were Irish, would you march in green? Or, if you were a Scot, would you march in plaid?

Does marching in plaid sound silly to you? Well, when the Civil War began, marching in plaid sounded like a GOOD idea to some people – especially one New York regiment of "Highlanders". At first, the Civil War uniform was sometimes used as a way to show pride in one's state, ethnic background, or occupation. Modern wars use "camouflage" – as a means of disguising oneself – but during the Civil War this was not the case.

What kind of uniforms did soldiers wear when the war started?

Massachusetts and Pennsylvania	U.S.	Blue
21st Alabama – early war	C.S.	Blue
Wisconsin and Iowa	U.S.	Gray
Carolina soldiers	C.S.	Gray
Vermont	U.S.	Gray with green trim
Mobile, Alabama	C.S.	Dark green (Emerald Guards)
Minnesota	U.S.	Black trousers and red flannel shirt
North Carolina (Granville Rifles)	C.S.	Black trousers and red flannel shirt
5th New York (Durye?e's Zouaves)	US.	Baggy red trousers, blue & red blouse, and red fez
Louisiana (Coppen's Zouaves)	C.S.	Baggy red trousers, blue & yellow blouse, red fez

— Battle Cry of Freedom, *323*
(Echoes of Glory: Arms and Equipment of the Confederacy,
Time Life Books, Alexandria, VA, 1998, 81)
http://sbaung.tripod.com/cwuni.html

At the beginning of the war, one Confederate soldier noted that uniforms varied from *the dirty gray and tarnished silver of the Carolinian*, to the *dingy butternut of the Georgian, with its green trimming and full skirts*, and *the Alabamians nearly all in blue of a cleaner hue and neater cut* (*Arms and Equipment of the Confederacy*, 92). Even within a single regiment, there could be several different colors and varieties of uniforms.

✓SOME THINGS TO CONSIDER

Why would having many different uniforms on both sides be confusing?

Imagine for a moment that you are a Union artillery soldier and it is your first battle. Your palms are sweating, your heart is pounding, and you are terrified. (Though you'd never admit it!) Despite your fears, your battery is really knocking holes in the Confederate line. Still, bullets are flying all around you and you really need some infantry support. Suddenly, you see a blue-clad regiment charging right at you – it is about 70 yards away (or, about ¼ of the length of a football field). You are relieved, thinking that this is the infantry you asked for – and you hold your fire. After all, the blue guys are on your side, right?

Whoops! You're wrong!

In this case, it is July 21, 1861, and you are a Union artillerist fighting at the Battle of Bull Run (Confederates called this battle Manassas). The struggle is on for Henry House Hill – and the fighting is terrible. The blue-clad soldiers are not on your side – they are the 33rd Virginia under Thomas J. "Stonewall" Jackson.

Because you held your fire, the 33rd Virginia wiped out your battery. As a result, the Union attack at Henry House Hill fell apart (*Battle Cry of Freedom*, 342-344).

After mix-ups such as this one, both sides began to make their uniforms, well ... uniform!

Confederates in blue had a big advantage at Antietam, also. On September 17, 1862, another Union attack was stopped dead in its tracks by pure confusion. Troops under Confederate General A.P. Hill had captured many blue Federal uniforms at Harpers Ferry, Virginia, just before the battle of Antietam. (Uniforms of any kind were in short supply in the Confederate army.) A.P. Hill's troops made a surprise hit on the Union flank. At first, even Robert E. Lee was not sure which side they were on – since it took him a while to see their Confederate battle flag! The Union soldiers were also confused – especially since they saw the blue uniforms and held their fire. Eventually, the stunned Union soldiers retreated (*Battle Cry of Freedom*, 544).

✓SOME THINGS TO CONSIDER

In this case, the 33rd Virginia had an advantage in having blue uniforms. What would the disadvantages be, if they were in a different part of the battlefield?

UNIFORMS 2

Extra Handouts

to be Used In Addition to Trunk

The Common Soldier

Approximately 3,000,000 men fought in the Civil War, with the North having a two to one ratio to the South (*Idiot's Guide to the Civil War*, xxi). The United States Army was extremely small at the beginning of the war, and a number of those left when the South seceded to join a country that had no army – including 300 of its very best officers (*Idiot's Guide to the Civil War*, 65).

William Black, wounded by an exploding shell. Courtesy of the National Archives. NWDNS-111-B-2368

In other words, the majority of Civil War soldiers had no idea what it meant to be a soldier. These farm boys didn't have a clue about the endless hours of drilling, living in the open, firing weapons, digging earthworks, eating unfamiliar food, living with thousands of other men, facing a myriad of diseases, or being wounded. It didn't occur to many of them that they could see good friends die – or die themselves. Many times, the officers were just as clueless as the enlisted men. It was hard for these soldiers, who had grown up in a society that valued individualism to obey orders without question, especially when they had grown up with the men who became their officers. There were all kinds of names and descriptions attributed to officers; one Confederate described his colonel as *an ignoramus fit for nothing higher than the cultivation of corn* (*The Civil War's Common Soldier*, 25). Some officers were highly disliked; when one such general died, one of his men wrote, *Old Landers is ded.... I did not see a tear shed but heard a great many speaches made about him such as he was in hell pumping thunder at 3 cents a clap* (*Common Soldier*, 25).

The majority of enlistees were white, American-born, Protestant males between the ages of 18 and 30 (Museum of the Confederacy, 2). Civil War enlistees ranged in age from very young to moderately aged. The youngest Confederate enlistee was Charles Hay, who joined an Alabama regiment when he was 11; William Black, who was 9, joined the 21st Indiana as a musician but became the youngest soldier (*Common Soldier* 6). For the majority of the war, the minimum enlistment age was 18. Boys who wanted to enlist but weren't old enough wrote the number *18* on a scrap of paper and put it in their shoes, so when a boy was asked how old he was by the recruiting officer, he could truthfully say *I'm over eighteen, and I stand on my word* (Library of Congress). Curtis King, who was 80 years old, was the oldest soldier in either army. He served four months before being discharged for disability (*Common Soldier*, 6-7).

The Immigrant Army and Diversity in the Civil War

The United States is, and always has been, a nation of immigrants. At the time of the Civil War, one out of every five Union soldiers, and one out of 20 Confederate soldiers, was foreign-born (*Idiot's Guide to the Civil War*, 65). These numbers may seem high, but remember, in the years before the Civil War, a huge number of immigrants settled in what would become Union territory.

✓SOME THINGS TO CONSIDER

Why did so many immigrants settle in the American Northeast and Midwest?

Which immigrant groups served in the Union Army?

Irish
German
English
Canadian
Scandinavian
French
Italian
Hungarian

In fact, many nationalities served in the Civil War!

In a few instances, the immigrant groups formed their own regiments such as:

Swiss Rifles (15th Missouri)
Gardes Lafayette (55th New York)
Garibaldi Guard (39th New York)
Martinez Militia (1st New Mexico)
Polish Legion (58th New York)

In addition, a large number of Hispanics served both the Union and Confederacy.

At first, there were difficulties in using such a high number of immigrant soldiers. The biggest problems were prejudice and language differences. Eventually, however, immigrant soldiers proved their worth in battle and earned the respect of their fellow soldiers.

The Irish was the foreign-born group that gained the most fame, mostly for their overindulgence in whiskey and fighting – both the enemy and themselves!

For example, there was an Irish Confederate soldier named Burgoyne, who fought with the 9th Louisiana. He loved fighting so much that when the infantry stopped, he would continue to fight by helping to man the cannons. One time, he was manning a cannon while a captured Union Irishman was standing on the other side of the cannon. The Union soldier could tell that Burgoyne was Irish by his distinctive accent.

The Union soldier shouted, "Hey, ye spalpane! Say, what are yez doing in the Ribil army?"

"Be-dad, ain't an Irishman a free man?" said Burgoyne. "Haven't I as good right to fight for

From *The Union Soldier, His Life and Times,* Michael A. Vasile

http://www.cwc.lsu.edu/other/other/acw_inf.htm the Ribils as ye have to fight for the ****** Yanks?"

"Oh, yes!" shouted the Union soldier. "I know ye, now you've turned your ugly mug to me. I had the plizure of kicking yez out from behind Marye's Wall, that time Sedgwick lamed yer brigade out there!"

"Yer a ****** liar, and I'll knock yer teeth down your ougly throat for that same lie."

The two started to brawl, until Burgoyne noticed that the Union man had lost two of his fingers in battle. "You're a trump, Pat," he said. "Give me your well hand. We'll fight this out some other time" *(*The Common Soldier of the Civil War. *Civil War Times Illustrated. pp. 6-7)*.

✓SOME THINGS TO CONSIDER

Why would such a huge number of immigrants voluntarily serve in the army? What incentives would there be to fight? What reasons would there be NOT to fight? Do you think their reasons would be any different from the average soldier? Why or why not?

Although not technically "immigrants", Native Americans (including but not limited to Cherokees, Choctaws, Chickasaws, Seminoles, and Creeks) also served in both armies. In fact, before Arkansas seceded from the Union, political leaders in that state decided to convince the Creeks, Cherokees, Choctaws, and Chickasaws to go with the Confederacy. People in neighboring counties with these Native American tribes were very worried about raising arms against the Union – which, supposedly, was supporting these particular tribes (Official Records, *Series IV, Vol. I)*. On one occasion, at the battle of Honey Springs (Indian Territory, July 17, 1863), Native Americans fought for both the "Yanks" and the "Rebs" – meaning that they, too, were fighting "brother against brother" (*CWTI Common Soldier*, 8). They had such interesting names as Crying Bear, George Hogtoter, and Captain Spring Frog – but the name that stands out among them is Stand Watie, a Cherokee from Georgia who rose to the rank of General (*CWTI Common Soldier*, 8).

African-American Soldiers in the Civil War

African-American soldiers – both free men and escaped slaves – served the Union, despite resistance on the part of the whites. Much of the problem was racism. In addition, Abraham Lincoln feared that enlisting black soldiers would cause the Border States to secede (*Idiot's Guide to the Civil War*, 220). As the war dragged on, though, more and more whites accepted the idea of black soldiers.

✓SOME THINGS TO CONSIDER

Why would the Border States secede if African Americans were allowed to fight for the Union?

Did you know that, until July 17, 1862, it was illegal for African Americans to serve in the army? On this date the Confiscation Act allowed African Americans to be employed by the (Union) military and another law specifically allowed free blacks to be recruited. The first black unit was the First South Carolina (Union) Volunteers – mustered in on August 25, 1862. By the end of the war, there were almost 179,000 African Americans serving in 166 regiments – about 10 percent of the Union army (*Idiot's Guide to the Civil War*, 221).

"Afro-American Army Teamsters" The Ohio Historical Society.

Getting the chance to fight was another issue. At first, blacks were assigned to non-combat duties. They built fortifications, dug trenches, served on burial detail, guarded supply lines and forts, and so on. One terrible fiasco was the Battle of the Crater at Petersburg, Virginia (July 30, 1864). The plan was for the 48th Pennsylvania (a regiment made mostly of coal miners) to dig a tunnel, where four tons of gunpowder would be placed under the Confederate line. Then, specially trained black soldiers would charge through the gap. The black soldiers were eager to fight and prove their worth in battle.

At the last minute, however, the black soldiers were pulled from this task and an untrained white regiment was sent in its place. The unit's leader was incompetent – and stayed behind in the trenches drinking rum. The Union WAS successful in making a great big hole – into which a Southern infantry regiment and an artillery battery disappeared. But, without training or good leadership, the attack failed. The attacking units somehow charged into the hole and were killed in huge numbers. And, the specially trained black unit got the worst of the deal. They finally charged through the retreating white soldiers only to be massacred. Some Southern soldiers were angered to see black soldiers in uniform – and they murdered several who tried to surrender (*Battle Cry of Freedom*, 758-760).

✓SOME THINGS TO CONSIDER

What would have happened if the specially trained black regiment had been allowed to do its job? Would the outcome of the battle be different? Is it possible that the outcome of the war might have been different?

So, why wasn't the black regiment allowed to lead the charge, as planned? First of all, many people felt that the black troops couldn't do the job. Second, General Ulysses S. Grant was afraid that if the attack failed, "it would be said ... that we were shoving these people ahead to get killed because we did not care anything about them. But that could not be said if we put white troops in front" (*Battle Cry of Freedom*, 759).

WHO FOUGHT IN THE CIVIL WAR? 3

Being a black Union soldier was very hazardous. Not only did they have to deal with disease, exposure to the elements, and poor food and sanitary conditions like the rest of the soldiers, but they also had to deal with the lack of supplies and uniforms, half-pay, and abuse from white soldiers – both Union and Confederate. Many black soldiers fought "to the death" because they knew that surrender was not an option. If captured, they could be murdered or "executed" for "outrages" against the Confederacy (*Battle Cry*, 566).

Towards the very end of the war, African Americans did serve the Confederacy because there was such a need for manpower. However, they only served in small numbers and didn't see battle – because it was so close to the end of the war. There was huge public outcry at the idea of arming African-American soldiers. Some politicians realized that arming former slaves would change Southern perception of the black man: "The day you make soldiers of them is the beginning of the end of the revolution. If slaves will make good soldiers our whole theory of slavery is wrong," said Senator Howell Cobb (*The Civil War: A Narrative*. Vol. 3. 859-60).

✓SOME THINGS TO CONSIDER

In what ways did prejudice cause the failure at the Crater?

Have you ever watched the movie *Glory*? What difficulties did the black soldiers face?

In the north, when allowed to fight, black soldiers proved themselves to be just as brave and skilled as any white soldier. They served in 41 major battles and many minor ones, and 21 received the Congressional Medal of Honor for gallantry in action (*Common Soldier*, 21-22). The first was Robert Carney, color bearer for the 54th Massachusetts, for bravery during the assault on Fort Wagner, South Carolina.

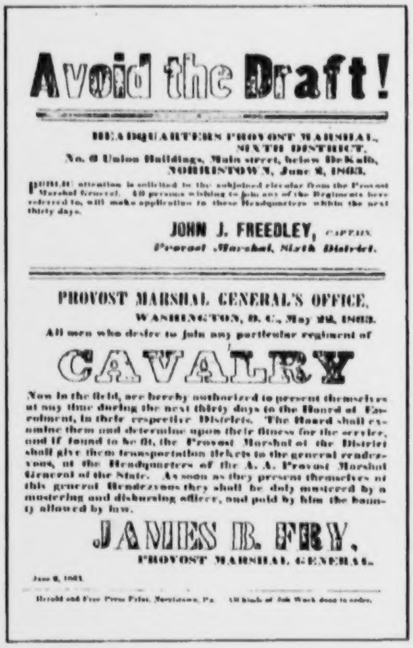
Note that in both armies, black men served from the very beginning, but in non-fighting roles.

Despite all the difficulties in joining the Union army, free African Americans were never prevented from joining the Navy. Unlike in the Army, they received the same pay that white soldiers received. There were 118,000 sailors in the US Navy – and about 20,000 were African Americans (National Civil War Naval Museum, 14).

The Good, the Bad, and the Ugly:

Conscripts and Substitutes

After all the excitement wore down and more men were needed, the Confederacy enacted the first conscription act in American history in April of 1862 (in other words, the draft). The Union did the same eleven months later in the Conscription Act of 1863. These *forced* soldiers were not looked upon with kindness by those who had volunteered. When one group of new "draftees" was brought into battle, a veteran said "some of them looked like they had been resurrected from the grave, after laying therein for twenty years or more" (*Common Soldier*, 10).



Avoid the Draft!

HEADQUARTERS PROVOST MARSHAL,
SIXTH DISTRICT.
No. 6 Union Buildings, Main street, below DeKalb,
NORRISTOWN, June 8, 1863.

PUBLIC attention is solicited to the subjoined circular from the Provost Marshal General. All persons wishing to join any of the Regiments here referred to, will make application to these Headquarters within the next thirty days.

JOHN J. FREEDLEY, CAPTAIN,
Provost Marshal, Sixth District.

PROVOST MARSHAL GENERAL'S OFFICE,
WASHINGTON, D. C., May 28, 1863.

All men who desire to join any particular regiment of

CAVALRY

Now in the field, are hereby authorized to present themselves at any time during the next thirty days to the Board of Enrolment, in their respective Districts. The Board shall examine them and determine upon their fitness for the service, and if found to be fit, the Provost Marshal of the District shall give them transportation tickets to the general rendezvous, at the Headquarters of the A. A. Provost Marshal General of the State. As soon as they present themselves at this general Rendezvous they shall be duly mustered by a mustering and disbursing officer, and paid by him the bounty allowed by law.

JAMES B. FRY,
PROVOST MARSHAL GENERAL.

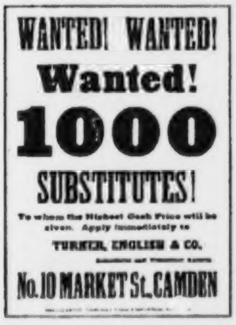
June 8, 1863.

Herald and Free Press Print, Norristown, Pa. All kinds of Job Work done to order.

A recruitment poster urging men to volunteer. Courtesy of the Library of Congress. Portfolio 158, Folder 4.

The Union Conscription Act of 1863 also allowed anyone who paid a commutation fee of $300, which was the yearly wage of a common laborer, to be excused from the draft call. However, he might be drafted in the next call (*Common Soldier*, 9).

Stop and Think: The median yearly income for a laborer, in the year 2000, was $15,015 (Source: www.census.gov). If the Conscription Act of 1863 occurred in the year 2000 – a person would have to pay $15,015 to avoid the draft. Does this sound fair to you? If your father, or brother, were drafted, could your family afford to come up with $15,000 to keep him home? (Assume you can't go to the bank and get a loan for this!)



WANTED! WANTED!
Wanted!
1000
SUBSTITUTES!

To whom the Highest Cash Price will be given. Apply immediately to

TURNER, ENGLISH & CO.

No. 10 MARKET St., CAMDEN

Recruitment for men willing to take the place of another solider for money was common during the war. Collection of The New-York Historical Society

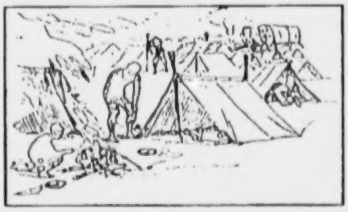
If a Northern man wanted to be exempt from all drafts, he could hire a substitute to fight in his place. Confederates also allowed the hiring of substitutes. They also excused state and local government officials and men who owned a certain number of slaves. A slave-owner could also pay a fee to keep a white overseer on their land.

The Union also offered financial rewards to volunteers. Rewards could also come from the state, county, or the town – as everyone was competing for the remaining men who were willing to serve. Town officials did not want to lose their productive citizens, so many towns paid the $300 commutation fee for their residents or paid for substitutes after the commutation fee was eliminated. (If a town really needed a particular individual, such as a doctor or a prominent leader, they could pay to keep him at home. Not bad, right?)

CAMP LIFE 1

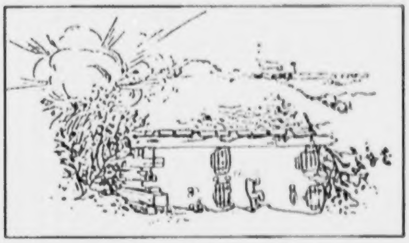
Oh, the Joy of Soldiering:

Camp Shelter



The Dog or Shelter Tent. Illustration from *Hardtack and Coffee*, 52

In warm weather or when on a march, soldiers often slept out in the open. Canvas tents were also used in the summer, especially if there was bad weather. Union soldiers constructed *dog tents*, which were made by buttoning the half shelters together, stretching them over a horizontal pole held in place by two sticks or muskets. Soldiers got sick of these tents; one wished that *the man who invented them had been hung before the invention was complete* (Museum of the Confederacy, 7).

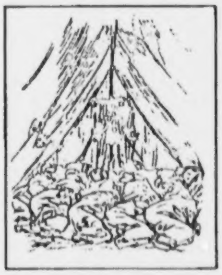


A Common Bombproof. Illustration from *Hardtack and Coffee*, 57

Most Confederate soldiers didn't even have a tent to complain about because canvas was in short supply. They built *shebangs*, which were four-posted shelters covered with bushes, oilcloths, or overcoats. During winter, armies constructed and lived in bombproofs, which were excavations with roofs built a foot or two above ground level, or log huts.

If these options were not available, tents were winterized by placing the tent on a log foundation and digging several feet into the ground to increase the warmth. Fireplaces and chimneys were added to provide heat.

There was also the Sibley tent, which was cone shaped and held upright by a center pole. Twenty men could sleep in one – so long as they all slept with their feet in the middle and their heads to the outside.



Spooning. Illustration from *Hardtack and Coffee*, 49

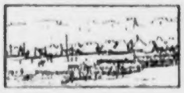
✓SOME THINGS TO CONSIDER

What problems would there be with sleeping so many people in one tent? Imagine sharing a tent with twenty of your classmates. (Do we need to say more?)

What problems would there be with sleeping so many people in one tent? Imagine sharing a tent with twenty of your classmates. (Again, do we need to say more?)

Oh, the Joy of Soldiering, Part 2:

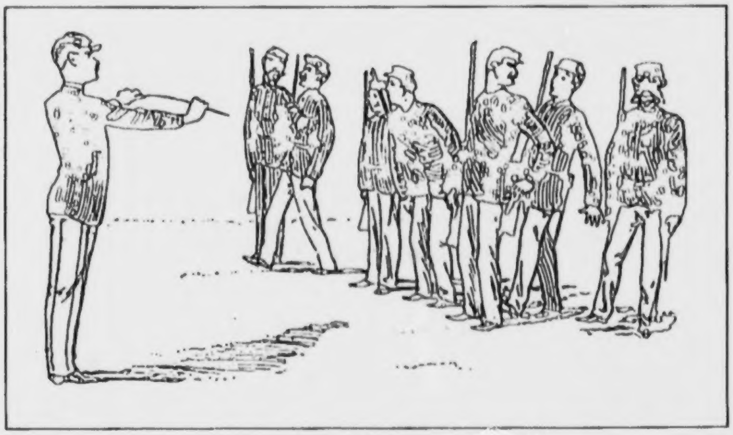
Drilling and Waiting
(And Drilling. And Waiting. And Drilling.)



17th New York Infantry on parade. Courtesy of the National Archives, NWDNS-111-B-487

Soldiers got up at 5 a.m. and went to bed around 9 p.m.; most of the time in between was spent drilling. Pennsylvania private, Oliver Norton, described a usual day: *The first thing in the morning is drill, then drill, then drill again. Then drill, drill, a little more drill. Then drill and lastly drill. Between drills we drill and sometimes stop to eat a little and have role-call* (Museum of the Confederacy, 5). Drilling helped to build an esprit de corps (the feeling of pride in belonging to a group), while teaching soldiers how to march in ranks, obey orders, and use their weapons. Although the bayonet was rarely used in battle (less than one half of one percent of all battle wounds were from weapons with blades), soldiers often drilled with bayonets (*Common Soldier*, 15). A New Hampshire soldier described the troops as they drilled with bayonets, saying they looked *like a line of beings made up about equally of the frog, the sand-hill crane, the sentinel crab, and the grasshopper; all of them rapidly jumping, thrusting, swinging, striking, jerking every which way, and all gone stark mad* (*Common Soldier*, 15).

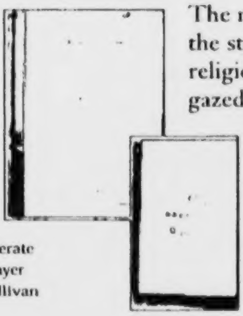
Many new recruits were uneducated farm boys who couldn't tell the difference between right and left. This made drilling difficult at first! John Billings remembered that *at a "shoulder" their muskets pointed at all angles, from forty-five degrees to a vertical. In the attempt to change to a "carry," a part of them would drop their muskets. At an "order," no two of the butts reached the ground together, and if a man could not always drop his musket on his own toe he was a pretty correct shot with it on the toe of his neighbor* (*Hardtack and Coffee*, 209).



Drilling the Awkward Squad. Illustration from Hardtack and Coffee, 208.

ATTITUDES 1

Thou Art With Me: Religion During the Civil War



Examples of Confederate (left) and Union prayer books. Courtesy Sullivan Press.

The majority of Civil War soldiers found refuge in their belief in God. Just before the start of a large battle, some soldiers from North Carolina asked one of their religious comrades to pray before the fighting began. The soldier took off his hat, gazed heavenward, and pleaded, *Lord, if you ain't with us, don't be agin us. Just step aside and watch the damndest fight you are ever likely to see!* (*Common Soldier*, 38). Chaplains held prayer meetings and church services, visited the sick, counseled soldiers, handed out tracts and Bibles, assisted in letter writing and reading, delivered mail, and often fought with the soldiers. During one march in 1863, Chaplain William E. Wiatt of the 26th Virginia carried the guns of a few of the weaker men in the regiment. He was so exhausted at the end of the march that he was in bed for a week (*Common Soldier*, 41-42).

There were all kinds of chaplains in the army; many true to their profession and others, well…frequently engaged in the very vices they preached against. Take for example, the clergyman who entered a stud-poker game in a Connecticut regiment's camp, cleaning out an entire company! One hospital chaplain often sat near recuperating soldiers and told them that they were on the verge of death and needed to prepare to meet their maker. One soldier did not take too kindly to this and threw a plate at the chaplain as he yelled at him (*Common Soldier*, 37-41).

There were several Christian revivals during the Civil War. Soldiers eagerly attended camp meetings, read religious pamphlets and their Bibles, and prayed with great emotion. With the Christian revivals came a feeling of accountability for actions committed here on earth. One should live honorably, because after this life, *when we old [soldiers] have accomplished God's purpose on earth, we too will be called to give an account of our battles, struggles, and triumphs* (*Co. Aytch*, 165).

In this bloody war, soldiers saw scenes of death that were too terrible to describe, even after the passing of years. Sam Watson, Tennessee Private described the Battle of Franklin (Tennessee) in his memoirs by saying *when the morrow's sun began to light up the eastern sky with its rosy hues, and we looked over the battlefield, O, my God! what did we see! It was a grand holocaust of death. Death had held high carnival there that night. The dead were piled the one on the other all over the ground. I never was so horrified and appalled in my life* (*Co. Aytch*, 234-235). Many soldiers – on both sides – could have agreed with Abraham Lincoln, who said *I have often been driven to my knees by the realization that I had nowhere else to go* (*Common Soldier*, 38).

Views on Courage and Death

"With them, uncommon valor became a common virtue."
— Sir Winston Churchill of Civil War
soldiers (*Common Soldier*, 43)

For the most part, Civil War soldiers were courageous. Their greatest fear was not of being wounded or killed, but of being viewed as a coward, which would bring shame upon their family and friends. Fighting honorably was a matter of honor, and duty to God, country, and family.

Even children's readers taught about the virtues of being honorable. In a children's story entitled "Small Fighting," Uncle Arthur, the only adult character, corrects a young boy named Holley by saying *when a man boasts loudly of his bravery he is certainly a braggart, and probably a coward. But if, while he thus boasts of conquering the foe whom he never sees, he yields to the foe who does appear, there is no uncertainty about it. He is a braggart and a coward.* Holley's response is to cry, his spirits crushed (*Lessons of War*, 161-165). Being called a braggart and a coward was serious business.

Not performing up to standards was also a very serious offense that carried serious punishment. Branding – as you would brand a cow – was widely used. The brand would be the first letter of the crime committed – "C" for cowardice, "T" for thievery, "W" for worthlessness, or "D" for desertion. The brand was placed on the forehead, cheek, hand, or hip, and could either be permanent ink or an actual red-hot branding iron (*CWTI Common Soldier*, 51).

✓SOME THINGS TO CONSIDER

Nathaniel Hawthorne wrote a book entitled *The Scarlet Letter*, in which a Puritan woman, Hester Prynne, is forced to wear a red letter "A" on her dress. (Her crime was committing adultery.)

Imagine that you are a very young soldier who has never been away from home. Your first battle is very frightening; you panic, and "show the white feather" (or, "chicken out"). You are caught, and your punishment is to be branded with the letter "C" on your cheek.

How will your friends and family react? Do you think you can get a job? Are there any other ways this punishment will change your life? Do you think the punishment is fair? Why or why not?

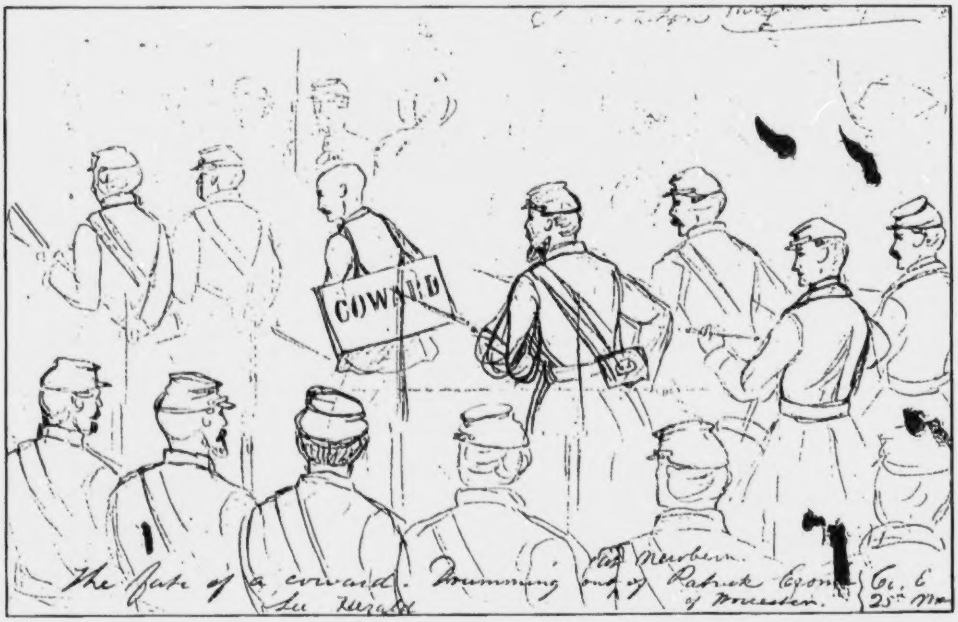
If branding were a legal form of punishment, do you think it would be an effective one? Why or why not?

Although Civil War soldiers were courageous, they too, were human. Before their first battle, soldiers had different reactions. Some began to sweat heavily, others became very nervous and their heart started to pound, some prayed, and others began shaking hands with everyone around them (*Common Soldier*, 44).

Soldiers showed their bravery in their take-charge, and sometimes reckless, attitude towards battle. They would stand and yell at the enemy, or beg to be allowed to carry the company colors (being a flag bearer was extremely dangerous duty, because the flag bearer was both unarmed and a very visible target). Soldiers volunteered eagerly for dangerous (but honorable) duties. They would even jump into command when all the officers were unable to fight – and they did so without being asked or getting the okay from another officer. They charged bravely into battle – sometimes with a "gut feeling" that they would die. On several occasions, soldiers were so certain about death that they pinned their names on their shirts. This was so they could be identified easily after battle (*Common Soldier*, 45-46).

Why did they fight so well and so bravely in the face of terrifying odds? In the words of Private Sam Watkins of the 1st Tennessee, *A life given for one's country is never lost. It blooms again beyond the grave in a land of beauty and of love. Hanging around the throne of sapphire and gold, a rich garland awaits the coming of him who died for his country…(Co. Aytch*, 236).

Today, Civil War battlefields, monuments, and graves remind us of the courage and sacrifice of the common soldier. Remaining letters, diaries, and photographs speak of his humanity.


COWARD
The fate of a coward. Drumming out of Patrick Cronin
at Newbern.
of Worcester.
Co. E
25th

"The Fate of a Coward" Drumming out at Newburn of Patrick Cronin of Worcester. Co. E, 25th Mass, pencil sketch by unidentified artist. Collection of The New-York Historical Society

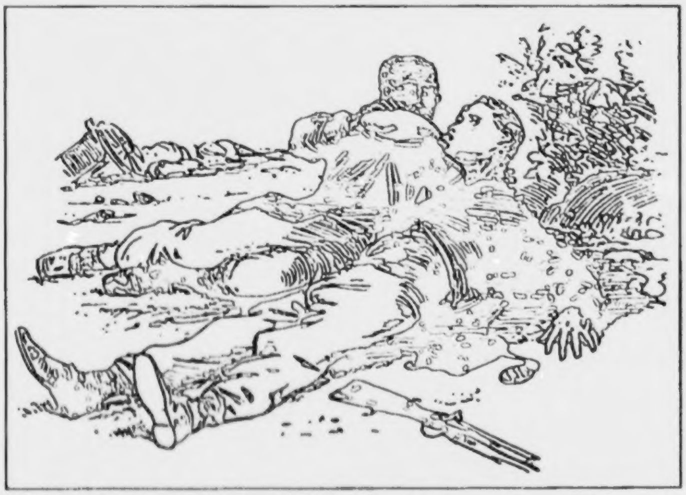
How Many Soldiers Died During the Civil War?

Union Enlistment	2,893,304	**Confederate Enlistment**	1,317,035
Battle Deaths	110,070	**Battle Deaths**	94,000
Disease Deaths	224,586	**Disease Deaths**	164,000
Other Causes	24,872	**Other Causes**	No record given
Total Deaths	359,528	**Total Deaths**	258,000
Percentage Deaths	12.4%	**Percentage Deaths**	19.6%

How many more men enlisted in the Union army than in the Confederate army? Why do you think this happened?

Which side had the highest percentage of deaths? Why do you think this happened?

Combine the battle deaths for both sides and then combine the deaths from disease for both sides. How many more men died from disease than battle?



We Drank From the Same Canteen. Illustration from Hardtack and Coffee, 223

Statistics Courtesy of the Museum of the Confederacy

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GRADE 8
GRADE 11

GRADE 8
GRADE 11

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Sarah Edmonds

GRADE 8
GRADE 11

Can you imagine being a white woman, a white man, and a black man? Sarah can, because she was!

Sarah Emma Edmondson was born in Canada and had a very difficult childhood. At sixteen, she ran away from home to escape an arranged marriage, and changed her name to Sarah Edmonds. She was having a hard time surviving on a woman's wages and knew that if she were a man, she could certainly get a better job and make more money. She had been a tomboy all her life, so she decided to take the plunge and disguise herself as a man. Sarah cut her hair short, put on men's clothes, and soon became very successful at selling books door-to-door as Franklin Thompson. A year after Sarah ran away from home, she returned as Frank. Her mother fed and welcomed the stranger to her home, and Frank never revealed his true identity. He later admitted that it was *the hardest meal to swallow of any I ever ate* (*Amazing Women of the Civil War*, 14).

Private Franklin Thompson, Union soldier, aka Sarah Edmonds. Courtesy of State Archives of Michigan

When the Rebels fired on Fort Sumter, Frank signed up to fight for the Union. He thought it would be a nice ninety-day adventure. He was rejected due to his height and delicate build, but soon, to meet quota requirements, Frank joined Company F, 2nd Michigan Volunteer Regiment as a nurse (there were only male nurses in the army). Frank spent most of his time caring for volunteers who had contracted one contagious disease or another. This happened a lot because it was many soldiers' first time in a large group of people, and they had no immunity to fend off these illnesses. Near the end of their ninety-day enlistment, Frank's regiment participated in the first large-scale battle of the war in Manassas, Virginia, where the Union lost. Frank's regiment was the first in the Union to agree to stay in the army for three years, instead of returning home.

Shortly after the battle, a phrenologist examined Frank's head and announced that due to the shape of his skull, he would make an excellent spy (*Amazing Women*, 14). (Phrenology was a legitimate science in those days. People believed that the shape of your head, including bumps, could tell what kind of person you would be.) Frank's commanding officers were informed that he should be a spy, and he was ordered to go undercover. (Little did they know that he was already undercover!)

Frank blackened his exposed body parts and put on a wig; he was to enter Confederate lines as a black man. Frank quietly joined a group of slaves who were working on a Confederate fortification. After working with them for a while, Frank slipped past the guards and made his way back to his regiment *with blistered hands and a head full of hastily gathered information about Rebel positions and plans* (*Amazing Women*, 17).

After this, Frank was the mail carrier, the regimental postmaster, an aide to General Philip Kearny during the Seven Days' Battle, a courier for General O. O. Howard at Fair Oaks, and an aide to General Winfield Scott Hancock at Fredericksburg. During the Battle of Antietam, Frank also disguised himself as a woman for a time, penetrating Rebel lines as a spy. While in another role as a spy, Frank encountered a Confederate captain who tried to force him into the Confederate ranks, so Frank shot him. During this time, Frank also fought with his regiment.

He contracted malaria and knew that he needed medical treatment, but didn't want anyone to find out that he was a woman. So he deserted. After recovering, Frank was afraid to return to the 2nd Michigan because he would have been arrested. As a result, he became Sarah Edmonds again and spent the remainder of the war in St. Louis working for the U.S. Sanitary Commission (Amazing Women, 19).

After the war, Sarah wrote *Nurse and Spy in the Union Army: Comprising the Adventures and Experiences of a Woman in Hospitals, Camps, and Battlefields* and *Unsexed; or The Female Soldier*. Both were extremely successful. Sarah was married on April 27, 1867, to Linus Seelye.

Sarah attended a reunion of the 2nd Michigan regiment, and because her books never revealed the regiment she had belonged to, everyone was surprised to learn that Private Frank Thompson had been a woman (*Amazing Women*, 19). Sarah was placed on the pension rolls as a Union veteran, and *deserter* was removed from Frank Thompson's record. Sarah was later mustered into the Grand Army of the Republic in 1897 as a member of the George B. McClellan Post, Number 9. She was the only female in the national veterans' organization. Sarah died in 1907 and is buried in Washington Cemetery's plot of the Grand Army of the Republic in Houston.

✓SOME THINGS TO CONSIDER

? Sarah is one of several hundred women who fought in the Civil War disguised as men, but Sarah had actually began her deception earlier. Why did she first disguise herself as a man?

? What would be the benefits of disguising oneself as a man during mid-1800s?

? What kind of person would run away from home, disguise herself as a man, risk her life as a spy, and fight in battles? Do you have any of these characteristics?

? Sarah's disguises:
    White woman disguised as a white male
    White woman disguised as a white male disguised as a **black male**
    White woman disguised as a white male disguised as a white woman
    White male undisguised as a white woman

With all these layers of disguise, do you think Sarah ever got confused and slipped up in one of her roles? What would have happened if she were caught?

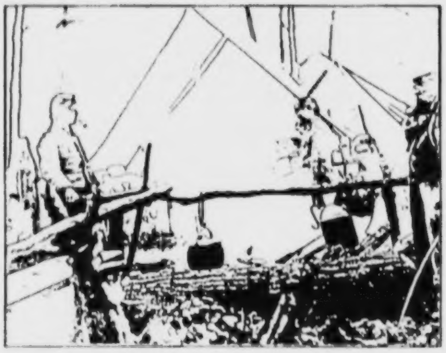
? Can you think of any embarrassing or sticky situations that Sarah might have found herself in due to the fact that she was a woman disguised as a man?

? Have you ever pretended to be someone you aren't?

Phoebe Yates Pember

GRADE 8
GRADE 11

Have you ever tried rat? Phoebe has.



Union Hospital Cooking Department. Collection of The New-York Historical Society

Phoebe Yates Pember was the head matron of one of the divisions at Chimborazo, a Confederate hospital in Richmond. She was in charge of the finances of all fifteen buildings. In her own building, she was in charge of the administration of medicines, making sure the food was cooked correctly, keeping the bedding clean, and supervising the nurses who cared for six to nine hundred men in her division (*Amazing Women of the Civil War*, 178).

When Phoebe arrived, the lack of adequate care, sanitization, and organization was obvious. She began her duties on December 1, 1862 and surgeons quickly noticed *a remarkable change in the atmosphere* (*Amazing Women of the Civil War*, 178). Cleanliness helped to reduce common diseases such as bone inflammation, surgical fever, and blood poisoning. She also used nearby land to raise cows and goats for hospital food, and she traded cotton yarn and shoes made in the hospital for fresh vegetables, fruit, chickens, and eggs – giving soldiers the first decent food they'd had in a while.

In April 1865, when Union troops were soon to occupy Richmond, ill and wounded patients left any way they could to escape capture by the Yankees. Commenting on their immediate departure, Phoebe wrote, *Beds in which paralyzed, rheumatic, and helpless patients had lain for months were empty… Those who were compelled to remain were almost wild at being left in what would be the enemy's lines the next day; for in many instances they had been exchanged prisoners only a short time before* (*Amazing Women of the Civil War*, 179).

Years later, Phoebe wrote A Southern Woman's Story. In her memoirs, she described many surgical procedures in ways that the ordinary person could understand. She also described a surgical procedure that would never have been mentioned in a book by a surgeon. One of the patients had been wounded in the arch of his foot, and a large growth of infected matter grew on the wound. Surgeons wouldn't remove it; they were afraid to damage nerves in his foot. One morning, Phoebe went to see the patient, and the mass was gone, leaving a deep, but clean, hole in his foot. Phoebe wrote that while he was sleeping, a *skillful rat surgeon* ate the rancid flesh and left a healthy and clean wound (*Amazing Women of the Civil War*, 182).

Speaking of rats, in Phoebe's book, she added a rat recipe: *The rat must be skinned, cleaned, his head cut off and his body laid upon a square board, the legs stretched to their fullest extent and secured upon it with small tacks, then baste with bacon fat and roast before a good fire quickly like canvas-back duck* (*Amazing Women of the Civil War*, 182). (Don't try this at home!)

✓SOME THINGS TO CONSIDER

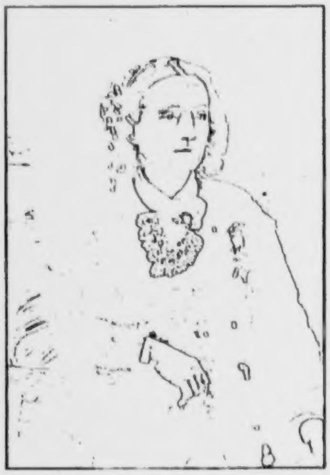
? Why were the ill and wounded soldiers afraid to be captured again? Why didn't Phoebe leave?

? Why do you think the wounded soldier didn't know a rat was eating his foot? How would you react if it happened to you? Do you think the rat saved his life?

GRADE 8
GRADE 11

Mary Walker

Only a few women earned medical degrees. Mary was one of them.



Dr. Mary Edwards Walker, a field surgeon for the Union Army, was awarded the Congressional Medal of Honor for her service during the war. Courtesy of the Library of Congress, LC-USZ62-8542

Standing only five feet tall, Mary was extremely unusual for her time. She attended Syracuse Medical College, where she was the only female student. She was considered "very unladylike" because she wore pants instead of dresses. General William T. Sherman once said to her, *Why don't you wear proper clothing? That clothing is neither one thing nor the other (Amazing Women of the Civil War, 49).*

✓SOME THINGS TO CONSIDER

What did Sherman mean by this comment?

Mary Walker married one of her classmates, Albert Miller, and wore trousers to her wedding. (For this special occasion, she compromised and wore a dress coat over them.) During the ceremony, she refused to promise to be "obedient," and she kept her own last name (*Amazing Women of the Civil War*, 48). This was unusual for the time, and even many women would have been shocked by her actions.

✓SOME THINGS TO CONSIDER

How have things changed since the Civil War in regard to women doctors? How are they the same? Are there professions today that are still seen as "men's work?"

Mary and her husband set up a medical practice together. After four years, the practice was doomed, and so was the marriage. In 1860, Mary opened a new office and ran an ad in the *Rome Sentinel* that read, *those who prefer the skill of a female physician to that of a male, have now an excellent opportunity to make their choice (Amazing Women of the Civil War*, 49). Unfortunately, Mary had to close her office because most people did NOT want a woman doctor.

When the Civil War began, Mary moved to Washington. After all, it's a war – the army will need lots of doctors – even women doctors, right? Wrong. Mary Walker pestered the Surgeon General for days, but he finally decided that as a woman, she was not allowed to go to the field hospitals since they were so close to the battlefields. Instead, she volunteered as a nurse in Washington and treated soldiers wounded at the Battle of Bull Run (Virginia). In early 1862, she offered to help at Forest Hall Prison in Georgetown, but because she was female, she wasn't allowed (*Amazing Women of the Civil War*, 49-50).

✓SOME THINGS TO CONSIDER

Have you ever wanted something so badly that you "nagged" your parents or teachers until you got it? Was Mary Walker's persistence a good thing or a bad thing? What would have happened if she just accepted that she couldn't help the army?

Mary was angry! She moved to New York and earned *another* medical degree. With two degrees from great schools, Mary went back to Washington thinking that she could get a military commission.

Mary had big plans, and being a woman was frustrating when it came to achieving her goals. Also, she disagreed with the medical community when it came to treatment methods. For instance, she believed that wounded limbs should be treated with intensive therapy instead of amputation.

General McClellan's aides wanted nothing to do with her, but still, she claimed to have served on the Fredericksburg battlefield under Union General Burnside. She was strong and opinionated, and she was always around, which got to be a sore spot to the high-level officials in Washington. They wanted her out of the capital, so Secretary of War Edwin Stanton sent her to Tennessee with a recommendation that she be made useful. She arrived after the Battle of

GRADE 8
GRADE 11

Chickamauga, and General George Thomas needed her skills so badly, he didn't care whether she was a female or not. Mary became a contract surgeon, which meant that she was a civilian working for the military. Her peers ignored or teased her. One doctor called her a *medical monstrosity* (*Amazing Women of the Civil War*, 51).

When her contract was about to end, one of the military surgeons died. In September 1863, General Thomas made Mary an assistant surgeon for the 52nd Ohio. Within days, many of the members of the medical staff requested her dismissal, but no action was taken. Mary's peers shunned her, and even Confederate troops didn't think too highly of her either. Confederate Captain Benedict J. Semmes said that *We were all amused and disgusted at the sight of a thing that nothing but the debased and depraved Yankee nation could produce. [A woman] was dressed in the full uniform of a Federal surgeon. She was not good looking, and of course had tongue enough for a regiment of men* (*Amazing Women of the Civil War*, 47). As her fellow Union doctors wouldn't let her do much, Mary began to treat the Southern civilians, whose doctors were serving with the Confederate troops.

✓SOME THINGS TO CONSIDER

Name several ways that Capt. Semmes' statement reveals the sexism of the time.

On April 10, 1864, Mary was captured by a group of Confederate soldiers. She was held prisoner at Castle Thunder until she was exchanged. When she was released, she worked at the Women's Prison Hospital in Louisville and at an orphanage in Nashville.

After the war, Mary bothered every official she knew for a commission as a major. In January 1866, Congress offered her a Medal of Honor instead. Mary began to lecture about the benefits of wearing trousers, about her experiences in the war, and about women's rights. Still, she was viewed as a "freak" – a weird woman who "wanted to be a man." She was also criticized for campaigning against the use of alcohol and tobacco and for the problems associated with restrictive women's clothing (*Amazing Women of the Civil War*, 53-54).

In 1917, three years before women received the right to vote, the United States government asked Mary to return her Medal of Honor because it had not been received for actions performed under enemy fire. Mary refused to return it; telling them *You can have it over my dead body* (*Amazing Women of the Civil War*, 54).

✓SOME THINGS TO CONSIDER

Supposedly, the Medal of Honor was to be returned because it had not been received for actions performed under enemy fire. Do you think this was fair? Why or why not? Do you think any other (unspoken) reasons were to blame?

Even after being threatened with legal action, Mary refused to surrender her medal and wore it until she died in 1919. Thanks to her great-great niece, Ann Walker, President Jimmy Carter restored Mary's Medal of Honor on June 11, 1977 (Only Woman Medal of Honor Holder Ahead of Her Time).

In 1982, the U.S. Postal Service honored Dr. Mary E. Walker with a 20-cent first-class postage stamp. (View this picture by visiting www.defenselink.mil/news/Apr1999/9904304d.jpg.) She was the first woman to act as an assistant surgeon in the United States military, and she was the first female to receive the Congressional Medal of Honor.

✓SOME THINGS TO CONSIDER

How many women received the Medal of Honor after Dr. Walker?

GRADE 8
GRADE 11

Kady Brownell

Do you love your boyfriend enough to go to war with him? Kady was the only woman who fought in the Civil War as a woman.

When President Abraham Lincoln called for volunteers, Kady Brownell and her husband, both immigrants, enlisted in the 1st Rhode Island Volunteers under Colonel Burnside. When Burnside discovered there was a woman in his regiment, he made her the color-bearer so she could be with her husband but would not be armed (*Amazing Women of the Civil War*, 58). This arrangement was shocking, not only because women were not accepted as soldiers, but because the job of color-bearer was extremely dangerous. The enemy always tried to kill the color-bearers so the flag, the rallying point and inspiration of a regiment, would go down or be captured.

Kady was raised on British army posts in Africa, so she knew more about military life than most of Burnside's fresh recruits. He noticed this with pleasure and gave her the title *daughter of the regiment* (*Amazing Women of the Civil War*, 58-59). She made her own uniform, which included pants to protect her legs and a skirt to go over the pants to reveal her gender. Since she wasn't allowed to carry a musket, Kady strapped a sword to her side.

After traveling to Washington, Burnside and his regiment went to Centerville to meet the approaching Confederate army. Kady was quite a picture on July 21, 1861, when she advanced in the front lines with the men of her regiment. Wearing a red sash, and with her long hair flowing, she carried the colors proudly.

She was the only woman on the field that day. Despite many enemy efforts to take her flag and despite the fact that the men around her were falling back, *There she stood, unmoved and dauntless, under the withering heat, and amid the roar, and blood, and dust of that terrible July day. Shells went screaming over her with the howl of an avenging demon, and the air was thick and hot with deadly singing of the Minie balls* (*Amazing Women of the Civil War*, 62).

When it was obvious that her regiment was losing, the retreat began. Instead of retreating in an orderly fashion, the men were panicked and ran for their lives toward the rear. Kady stayed where she was until Confederate soldiers were within a few hundred yards of her. Finally, a retreating Pennsylvania soldier grabbed her hand and said, *Come, sis; there's no use to stay here just to be killed; let's get into the woods* (*Amazing Women of the Civil War*, 62).

She ran with him and they had only gone a short distance when he was struck in the head with a cannon ball (*Amazing Women of the Civil War*, 63). Eventually she found a stray horse and rode it to safety.

The regiment's ninety-day enlistment was about to expire but Kady, her husband, and most of the men reenlisted in the new 5th Rhode Island. Kady was no longer a color-bearer because Federal regulations wouldn't allow it. Instead, she went as the *daughter of the regiment* (*Amazing Women of the Civil War*, 63). Her duties would have been to care for the soldiers by bringing water, helping the wounded, and giving encouragement when needed.

✓SOME THINGS TO CONSIDER

If being a color bearer was so dangerous, why didn't Burnside allow Kady to be armed and fight with the rest of the soldiers?

✓SOME THINGS TO CONSIDER

What did Civil War-era society think of women who wore pants? How did the skirt "make it all better"?

✓SOME THINGS TO CONSIDER

If Kady had been captured, what do you think would have happened to her? Do you think she would have gotten any special treatment because she was a woman, or do you think the Confederates would have treated her like any "other" soldier? Why?

GRADE 8
GRADE 11

✓SOME THINGS TO CONSIDER

Given that Kady performed with great bravery at Bull Run, why did Union army regulations not allow her to be a color bearer?

How did Kady's role as "daughter of the regiment" conform to the way men expected women to behave during the mid-1800s? How was it different?

Women today can serve in the Army, but not in combat positions. Do you think this is fair? Why or why not?

In March 1862, Kady saved the regiment from destruction by "friendly fire." It was near New Bern, North Carolina, and its orders were to capture the town from the Confederates. The 5th Rhode Island began to advance toward the enemy – but it didn't tell the other Union troops in the area what it was about to do. They saw the 5th Rhode Island approaching and assumed that they were Confederates. (This was because it was early in the war, and uniforms had not yet been standardized.) Kady realized the regiment was in danger! She ran to the head of the ranks and frantically waved her bonnet. Fortunately, the other Union troops recognized this signal and didn't fire on their comrades (*Amazing Women of the Civil War*, 63-64).

Unfortunately, Kady's husband was injured at the battle of New Bern. His recovery time was so long that both he and Kady were honorably discharged. Burnside, who had been promoted to major general, gave her the colors that she had so proudly carried at Bull Run – as well as a sergeant's sword with her name engraved in the blade (*Amazing Women of the Civil War*, 64).

✓SOME THINGS TO CONSIDER

What do you think it was like to be the Kady's husband in that time period? What do you think it was like to be the only woman in the regiment?

Can you find any women who served as a Vivandiere or a Daughter of the Regiment? Where?

GRADE 8
GRADE 11

John Lincoln Clem

The Boy Who Just Couldn't Take "No" For an Answer!

✓SOME THINGS TO CONSIDER

Johnny changed his name when he was still a kid. Would you like to change your name? What would you change it to? Why do you think Johnny changed his middle name to "Lincoln?"

Like many kids during the Civil War, this boy just *HAD* to see the action for himself. John Lincoln Clem, born John Joseph Clem, led a simple childhood until his mother, Magdalene, was killed by a train. Johnny had a sister, Lizzie, and a brother, Louis. Eventually, his father, who worked on the railroad, was remarried to a woman named Elizabeth (*Too Young to Die*, 224).

Gen. John Clem, the "drummer boy of Shiloh" at age 12 (1863). Courtesy of the National Archives, NWDNS-111-B-6330A

Near Johnny's hometown of Newark, Ohio, the 3rd Ohio was recruiting volunteers. He had big plans – and wanted adventure and excitement. Nobody was going to tell him "no" – even if he *WAS* only four feet tall and nine years old (*Too Young to Die*, 225).

There are many different stories as to how Johnny ended up being a drummer boy. He tried to join the 3rd Ohio but was rejected. Not discouraged, Johnny jumped a train and ran away from home. In 1914, Johnny told *Outlook* magazine the following story:

> *I climbed aboard the train with the men of the Third Ohio, got passage in that way as far as Cincinnati, and there I offered myself to the Twenty-second Michigan Regiment. Again I was rejected, by reason of my age; but this time I was not to be kept from joining by any mere legal obstacle* (*Too Young to Die*, 225).

He continued to say:

> *I went a long with the regiment just the same as a drummer boy, and although not on the muster roll, drew a soldier's pay of thirteen dollars a month. The pay was not drawn from Government funds, however. It came out of the personal pockets of officers of the regiment, who "chipped in" to make up the amount* (*Too Young to Die*, 225).

Johnny saw some very ugly battles at Shiloh and Chickamauga. He served as a drummer and a marker – someone who carried a guidon during battle. (A guidon is a small flag used to mark the position of a regiment on the field.)

In April 1862, at the battle of Shiloh, an artillery shell shattered Johnny's drum. Johnny showed great bravery and stayed with his commander. After the battle, the regiment promoted him, increased his pay, cut his musket down to size so he could carry it better, and took pictures of him (*We Were There Too*, 110).

✓SOME THINGS TO CONSIDER

What did Johnny mean when he said *I was not to be kept from joining by any mere legal obstacle*? How do you think his family felt when he left home? Do you agree with Johnny's decision?

Why do you think the officers volunteered to pay Johnny's salary? Why didn't they "kick him out" of the army, if his being there was against the law? Do you think they should have? Why or why not?

GRADE 8
GRADE 11

The Northern newspapers loved him. After all, what could be more patriotic than a little drummer boy? Don't modern newspapers still show pictures of kids waving flags on the Fourth of July? Johnny became known as Johnny Shiloh or the Drummer Boy of Shiloh, and several songs and plays were written about him. Later in life, Johnny used this fame to his advantage, as he still had big plans for the US Army. Even the Southern soldiers knew about Johnny, and one soldier said *The Yanks have to send their babies to fight* (*We Were There Too*, 110). This made him very angry.

In September 1863, during the Battle of Chickamauga, Johnny was separated from his regiment. He may have been acting as a guidon or a drummer. A Confederate colonel saw him and yelled, *Stop, you little Yankee devil* (*Too Young to Die*, 229)*!* Rather than surrender, *Johnny Clem didn't say a word. He just raised his sawed off musket and took the fellow down* (*John Lincoln Clem*, 1). After this, Johnny became known as the Drummer Boy of Chickamauga and was given another raise.

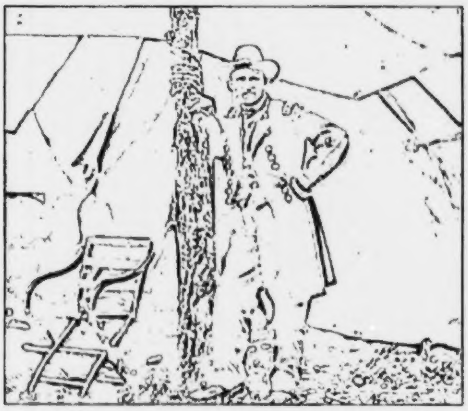
✓SOME THINGS TO CONSIDER

Why would both of these jobs be dangerous?

Johnny was captured after Chickamauga and traded for an officer. He served as a messenger where a pony was shot from underneath him. At Atlanta, he was wounded twice, once in the ear.

✓SOME THINGS TO CONSIDER

What did the Southern soldier mean by *The Yanks have to send their babies to fight*? Why was this an insult?



Gen. Ulysses S. Grant in Cold Harbor, Virginia. Courtesy of the National Archives, NWDNS-111-B-36

After the war, Johnny went back to school and graduated from Newark High School (*Too Young to Die*, 235). He tried to get into West Point, but was not accepted. Still, he managed to convince President Grant (who had been General Grant) to give him an Army job. Grant made him a second lieutenant in the 24th U.S. Infantry (Colored) in December 1871. He made it the whole way to major general, and retired in 1916 (*Too Young to Die*, 235).

He was the last man on active duty who had fought in the Civil War. John Clem was 85 when he died in Texas in 1937. He was buried in Arlington National Cemetery in Washington, D.C. with full military honors.

✓SOME THINGS TO CONSIDER

What was meant by *U.S. Infantry (Colored)*? Why were there separate regiments?

What big event was happening in 1916?

GRADE 8
GRADE 11

Saved by the Enemy

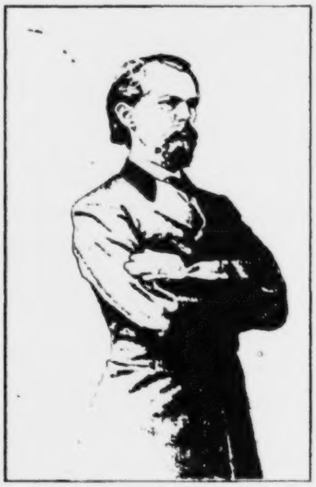
Union General Francis Barlow & Confederate General John B. Gordon

Have you ever showed unexpected kindness to an enemy?

✓SOME THINGS TO CONSIDER

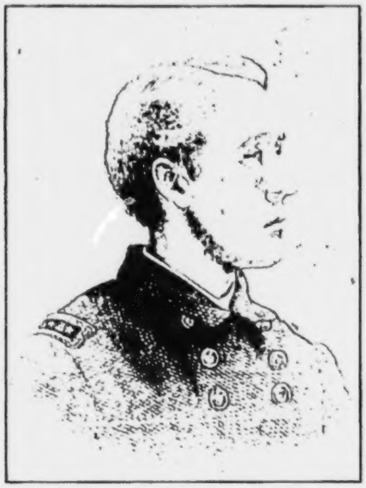
Using what you know about Civil War wounds, what would Barlow's chance of survival be?

On July 1, 1863 at around 3:00 p.m., Brigadier General John B. Gordon's Georgians attacked General Francis Barlow's First Division, which was located on a small knoll north and slightly east of town. This knoll, or small hill, at the right flank of the Union line was later known as Barlow's Knoll. Gordon's assault was a success, and as the men of the First Division were retreating, one soldier's courage and devotion caught Gordon's eye.


Brigadier General John B. Gordon.

This soldier was General Francis Barlow, who was trying to rally his troops – to get them to stop retreating and make one final, honorable stand. Suddenly, a minie bullet pierced him through the trunk, paralyzing his arms and legs as it passed near his spine (*Civil War Chronicle*, 321).

John B. Gordon found the officer, lying pale on the ground, and he was struck with pity. He dismounted his horse and gave him water from his canteen. They exchanged names. Both soldiers thought that Barlow was about to die. Gordon and several soldiers carried Barlow to the rear. His last request was for Gordon to carry a message to his wife. He wanted to make sure Mrs. Barlow knew that his last thoughts were of her, and he wanted her to know the name of the kind soldier who helped him as he lay dying. Gordon promised to take the message to her. He found Mrs. Barlow with the Union army and delivered the message under flag of truce.


Major General Francis C. Barlow for the Union Army, 1834-1896. One of the "boy generals" was seriously wounded in the Battle of Antietam. James Wadsworth Family Papers, Manuscript Division, Library of Congress Washington, D.C., LC-MSS-44297-33-194

Convinced that Barlow was dead, Gordon thought no more of the incident. After all, thousands died at Gettysburg. What he didn't know was that the minie ball did NOT kill Barlow. He survived!

Next summer, Francis Barlow saw a newspaper article that said General J.B. Gordon of North Carolina had died. Barlow thought that this was the same general who had helped him at Gettysburg. What he didn't know was that J.B. Gordon was his friend's relative – not the man who helped him. For fifteen years, each general thought the other was dead.

John B. Gordon went on to become a United States Senator. One day, U.S. Representative Clarkson Potter, of New York, invited Gordon to dinner with someone named Francis Barlow. This

GRADE 8
GRADE 11

Barlow had been a General in the Union Army. [Potter didn't know anything about what happened at Gettysburg, and Gordon thought this was a different General Barlow. And, Francis Barlow thought there must be another General Gordon (*Civil War Chronicle*, 321-322).]

Suddenly, the two men found themselves seated across from each other at dinner. Gordon said *General, are you related to the Barlow who was killed at Gettysburg?* Barlow answered *Why, I am the man, sir. Are you related to Gordon who killed me?* Gordon replied *I am the man, sir* (*Civil War Chronicle*, 321-322). Both men were stunned! They went on to be good friends until Barlow died in 1896.

✓SOME THINGS TO CONSIDER

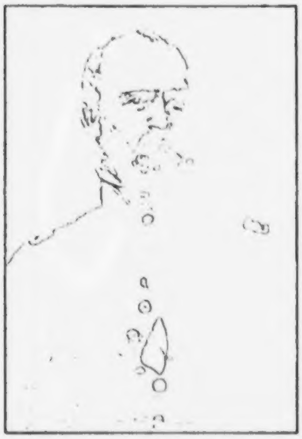
What are the chances of something like this happening? What makes this story one-of-a-kind?

Why would Gordon, who had led the attack on Barlow, stop to speak to him, make him comfortable, and deliver a message to his wife, and conduct her safely to Barlow's side?

GRADE 8
GRADE 11

Brigadier General Lewis A. Armistead & Major General Winfield Scott Hancock

Best Friends and Enemies



General Lewis Armistead. From *Battles and Leaders III.*

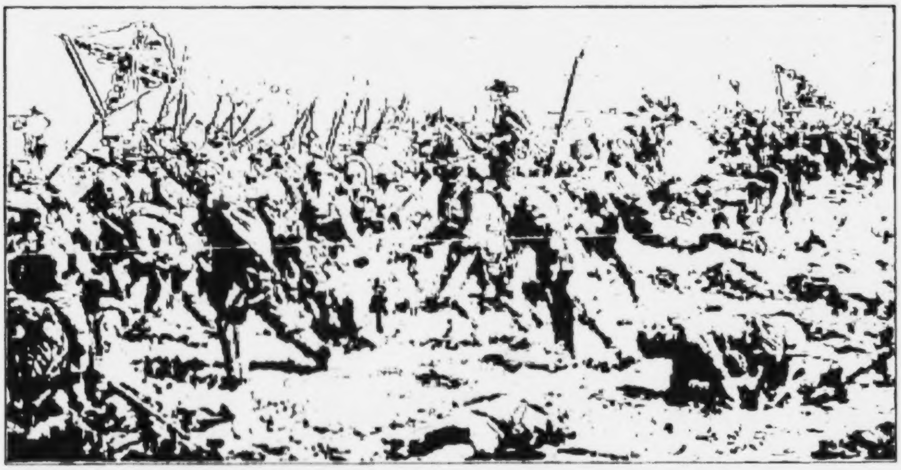
The life of Lewis Armistead was full of setbacks and disappointments. Before the Civil War, he:

- Was forced to resign from West Point twice. Once was for hitting future Confederate General Jubal Early over the head with a dinner plate. The other time was due to an extensive illness.
- Suffered from Erysipelas, but was successfully treated for this disease which destroyed skin tissue
- Lost his first wife, Cecilia Lee Love, and his four-year old-daughter
- Lost his family farm when it burned to the ground
- Remarried, but lost his infant daughter. Then he lost his second wife in an epidemic of cholera

— *Lewis Armistead Biography*

Lewis Armistead met Winfield Scott Hancock, and his wife, Almira, for the first time in 1844. The three became close friends, and Hancock and Armistead fought together in the Mexican War. The Mexican War became a "training ground" for many future Civil War generals. Hancock and Armistead stayed friends, despite the fact that Armistead went off to fight for the Confederacy and Hancock decided to stay with the Union.

The decision to fight for the Confederacy was a difficult one for Armistead. Like Lee, he felt that his first duty was to protect his home state of Virginia. On the night of his departure, Armistead gave Hancock's wife his prayer book with *Trust In God And Fear Nothing* inscribed inside, and he gave Hancock a new major's uniform (*Lewis Armistead Biography*). Neither soldier saw the other again – until Gettysburg.



From the collections of Don Troiani.

GRADE 8
GRADE 11

Maj. Gen Winfield S. Hancock, U.S.A., was severely wounded during Pickett's Charge, but managed to survive the war. James Wadsworth Family Papers. Manuscript Division, Library of Congress, Washington, D.C. LC-B812-1877

It was July 3rd, 1863, and there they were - two old and dear friends - facing off on opposing ridges, preparing to destroy one another. What do you think Armistead was thinking as he stood in the blazing sun on Seminary Ridge, straining his eyes to see the enemy troops through the acrid battle smoke? He certainly knew that Hancock was there, commanding Meade's Second Corps. Maybe he was wondering if his best friend was, even then, looking back at him from his position on Cemetery Ridge. Maybe Armistead's mind slipped back to the days when they had fought side by side against a common enemy...before they had become one another's enemy.

Time for reminiscing was cut short when Armistead heard Pickett shouting, *Charge the enemy and remember old Virginia!* (*Lewis Armistead Biography*). The men began to march, with deadly precision, toward Cemetery Ridge. As some of the men neared their target at the Angle, Armistead pushed to the front and noting that the colors had been cut down, he placed his hat high on his sword, shouting, *Come on, boys, give them the cold steel! Who will follow me* (*Battle of Gettysburg*, 51)*?* As Armistead crossed the wall at the center of Cemetery Ridge, he was shot down.

As he lay bleeding, he asked a nearby soldier about Hancock, and was told that his best friend was also wounded. *Not both of us on the same day!* he cried (*Lewis Armistead Biography*). He then said to Captain Henry Bingham, Hancock's aide, *Tell General Hancock, from me, that I have done him and you all a grave injustice* (*Lewis Armistead Biography*).

Armistead died two days later. Hancock had a long recovery, but lived to fight through the war. He ran for president, but was narrowly defeated by James Garfield in 1880 (*Who was Who*, 280).

✓SOME THINGS TO CONSIDER

Lewis Armistead gave up his long-standing position in the U.S. Army and fought against his best friend. What does this tell you about the loyalties of men and women during this time period?

Given the choice, do you think you would choose to fight for the United States or for your home state? Why?

What would convince you to fight in a war where your best friend was on the opposite side? Some soldiers fought opposite their fathers, brothers, or other family members. Could you do this?

GRADE 8
GRADE 11

Little Jonny

"To console a Father for an only son is a difficult task"

This letter is from C. M. Avery, commanding officer of Company E, 33rd Regiment, North Carolina, regarding John Caldwell.

My Dear Sir,

I delayed until this time in writing you with the fond hope that I could write you certainly with regard to the fate of your gallant son in the late fight at Gettysburg. My Regiment was engaged in the fight on the 1st July and although greatly exposed suffered very little on the 2d we were under shelling all day on the 3d day we were ordered forward to storm the heights.

We advanced to within forty yards of the Enemys work and it was here that my little friend Jonny fell. I saw him but a few moments before we were ordered to fall back discharging his whole duty. You cannot imagine my feelings after reforming my Rgt to find him absent and upon being told that he was seen to fall forward on his face. As soon as we fell back the Enemy occupied the ground and hence it is I am forced to write so unsatisfactorily to a fond and doting Father.

I have used every exertion to obtain all the information I could in regard to Jonny and Candor compels me to say that there is very little hope but that he was killed or mortally wounded.

The loss of my little friend is to me one of the most distressing incidents of the war. His noble nature in a short time had won from my bosom the warmest affection. He had made in the Rgt many friends and his death is regretted by officers and men.

To console a Father for an only son is a difficult task

You may have the satisfaction to know that he fell where we would all wish to fall (if it be God's will) with his face to the enemy.

He was in Command of his Company but by this he was not more exposed than he would otherwise have been. The other S[erg]t. of his Company fell about the same time and is supposed to have been killed.

A wounded Lt. who was near Jonny (but was able to walk off the field) thinks he was shot in the breast.

I will write you again in few days more especially if I can find any information on which to predicate a hope that Jonny is alive.

Accept for yourself and Mrs. Caldwell my warmest sympathy in account of this distressing casualty.

Very truly yours
C. M. Avery

✓SOME THINGS TO CONSIDER

How old do you think "little Jonny" was? Why was Jonny so loved by C.M. Avery and the rest of the regiment?

How did C.M. Avery demonstrate that Jonny died honorably? Why was it important for him to stress this? What does this tell you about one of the important values of society at that time?

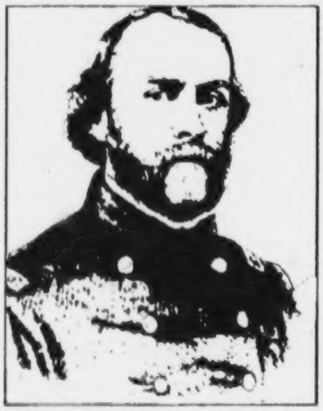
From C.M. Avery to the father of John Caldwell, July 18, 1863, in the Tod Robinson Caldwell Papers #128, Southern Historical Collection, Wilson Library, University of North Carolina at Chapel Hill.

GRADE 8
GRADE 11

Sullivan Ballou

"With God, My Country, and Thee"

Major Sullivan Ballou was in the Second Regiment, Rhode Island Volunteers. When he joined the Union Army in 1861, he was a 32-year-old lawyer and a father of two boys, Edgar and Willie. Ballou wrote the following letter to his wife, Sarah, one week before he was killed at the Battle of First Manassas.



"... and yet my love of country comes over me like a strong wind and burns me unresistably on with all these chains to the battle field." The words of Sullivan Ballou in a letter to his wife.

July the 14th, 1861
Washington D.C.

My very dear Sarah:

The indications are very strong that we shall move in a few days — perhaps tomorrow. Lest I should not be able to write you again, I feel impelled to write lines that may fall under your eye when I shall be no more.

Our movement may be one of a few days' duration and full of pleasure — and it may be one of severe conflict and death to me. Not my will, but Thine, 0 God, be done. If it is necessary that I should fall on the battlefield for my country, I am ready. I have no misgivings about, or lack of confidence in, the cause in which I am engaged, and my courage does not halt or falter. I know how strongly American Civilization now leans upon the triumph of the Government, and how great a debt we owe to those who went before us through the blood and suffering of the Revolution. And I am willing — perfectly willing — to lay down all my joys in this life, to help maintain this Government, and to pay that debt.

But, my dear wife, when I know that with my own joys I lay down nearly all of yours, and replace them in this life with cares and sorrows — when, after having eaten for long years the bitter fruit of orphanage myself, I must offer it as their only sustenance to my dear little children — is it weak or dishonorable, while the banner of my purpose floats calmly and proudly in the breeze, that my unbounded love for you, my darling wife and children, should struggle in fierce, though useless, contest with my love of country?

I cannot describe to you my feelings on this calm summer night, when two thousand men are sleeping around me, many of them enjoying the last, perhaps, before that of death — and I, suspicious that Death is creeping behind me with his fatal dart, am communing with God, my country, and thee.

I have sought most closely and diligently, and often in my breast, for a wrong motive in thus hazarding the happiness of those I loved and I could not find one. A pure love of my country and of the principles have often advocated before the people and "the name of honor that I love more than I fear death" have called upon me, and I have obeyed.

Sarah, my love for you is deathless, it seems to bind me to you with mighty cables that nothing but Omnipotence could break; and yet my love of Country comes over me like a strong wind and bears

The Sullivan Ballou Film Project, The Man. www.sullivanballou.com

GRADE 8
GRADE 11

me irresistibly on with all these chains to the battlefield.

The memories of the blissful moments I have spent with you come creeping over me, and I feel most gratified to God and to you that I have enjoyed them so long. And hard it is for me to give them up and burn to ashes the hopes of future years, when God willing, we might still have lived and loved together and seen our sons grow up to honorable manhood around us. I have, I know, but few and small claims upon Divine Providence, but something whispers to me — perhaps it is the wafted prayer of my little Edgar — that I shall return to my loved ones unharmed. If I do not, my dear Sarah, never forget how much I love you, and when my last breath escapes me on the battlefield, it will whisper your name.

Forgive my many faults, and the many pains I have caused you. How thoughtless and foolish I have oftentimes been! How gladly would I wash out with my tears every little spot upon your happiness, and struggle with all the misfortune of this world, to shield you and my children from harm. But I cannot. I must watch you from the spirit land and hover near you, while you buffet the storms with your precious little freight, and wait with sad patience till we meet to part no more.

But, O Sarah! If the dead can come back to this earth and flit unseen around those they loved, I shall always be near you; in the garish day and in the darkest night — amidst your happiest scenes and gloomiest hours — always, always; and if there be a soft breeze upon your cheek, it shall be my breath; or the cool air fans your throbbing temple, it shall be my spirit passing by.
Sarah, do not mourn me dead; think I am gone and wait for thee, for we shall meet again.
As for my little boys, they will grow as I have done, and never know a father's love and care. Little Willie is too young to remember me long, and my blue-eyed Edgar will keep my frolics with him among the dimmest memories of his childhood. Sarah, I have unlimited confidence in your maternal care and your development of their characters. Tell my two mothers his and hers I call God's blessing upon them. O Sarah, I wait for you there! Come to me, and lead thither my children.

Sullivan

✓SOME THINGS TO CONSIDER

What does the romantic and loving nature of this letter tell you about Sullivan's relationship with his wife and children?

What are the costs that Sullivan must pay to defend democracy?

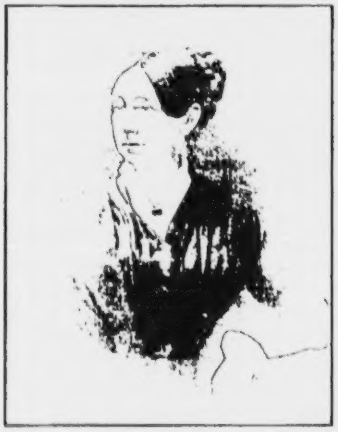
What does his willingness to die for his country say about his devotion to the Union?

What does this mean: *I know how strongly American Civilization now leans upon the triumph of the Government, and how great a debt we owe to those who went before us through the blood and suffering of the Revolution.*

Dorothea Lynde Dix

"No Bows, No Curls, No Jewelry"

GRADE 8
GRADE 11



Dorothea Dix, Superintendent of Union Army Nurses during the war. Courtesy of the Library of Congress, LC-USZ62-9797

Today, right or wrong, nursing tends to be seen as a woman's occupation. Can you imagine a time when there were no female nurses? During the Civil War, nurses were usually men. There were concerns about women being around "rough" soldiers, possibly flirting and searching for husbands. Some people even doubted that women could perform the work – after all, don't they faint at the sight of blood? Wouldn't they cry to see so much suffering?

✓SOME THINGS TO CONSIDER

How many of these stereotypes still exist today?

In April 1861, Dorothea knew that there would be a great need for nurses. She planned to start a female Army Nursing Corps consisting of volunteers who would serve without pay. The Surgeon General refused her for two reasons. First of all, everyone knew that the U.S. Army only used male nurses. Secondly, the war would only last ninety days (or less), so extra nurses really wouldn't be needed (*Amazing Women of the Civil War*, 194). (At the outbreak of the war, very few people, North or South, thought the war would last longer than three months.)

Miss Dix didn't give up. Instead of returning to her home in New Jersey, she rented a home in Washington and turned it into a receiving station for hospital supplies (*Amazing Women of the Civil War*, 195). Fortunately, she was independently wealthy and could afford to do this!

She put notices in Massachusetts newspapers, asking for supplies. The Surgeon General asked Dorothea to collect specific supplies as well, and soon, her house was overflowing with shirts, sheets, canned foods, bandages, lint (to pack deep wounds), jelly, milk, eggs, chickens, and more (*Amazing Women of the Civil War*, 195)!

Meanwhile, Secretary of War Simon Cameron was very seriously considering Dorothea's idea regarding women nurses. On April 23, he informed her that she could start her own women's nursing corps, and he appointed her the Superintendent (*Amazing Women of the Civil War*, 196).

At first, each regiment had its own hospital of three tents, a surgeon, and two assistants. Dorothea was certain that there would be a need for more hospitals (*Amazing Women of the Civil War*, 196). She used her authority to convert properties in Washington, such as the Union Hotel, into hospitals. Next, she placed ads for volunteers.

While Dorothea Dix was a champion of women's nursing, she was very conscious about how women nurses were viewed. Dorothea was all business. Nurses had to meet very strict conditions – some of which might be viewed as strange, by today's standards: *No women under thirty need apply to serve in the government hospitals. All nurses are required to be plain looking women. Their dresses must be brown or black, with no bows, no curls, no jewelry, and no hoop-skirts* (*Amazing Women of the Civil War*, 196). She interviewed EVERY volunteer to make sure that *No young ladies* [would] *be sent at all, but some who can give their services and time and meet part of their expenses or the whole, who will be ready for duty at any hour of day or night—those who are sober,*

✓SOME THINGS TO CONSIDER

In your own words, what kind of woman was allowed to be a volunteer nurse? What did she look like? Act like? What was her financial situation? Why did Dorothea insist on all these qualifications?

GRADE 8
GRADE 11

earnest, self-sacrificing, and self-sustained; who can bear the presence of suffering and never lose self control; who can be calm, gentle, quiet, active, and steadfast in duty (*Amazing Women of the Civil War*, 197).

After the battle of Manassas (or Bull Run), there were so many wounded and sick in Washington that her hospitals couldn't hold them all. Quickly, she converted more buildings into hospitals. She found that the Union troops didn't have enough ambulances, so she bought one and sent it to Manassas (*Amazing Women of the Civil War*, 198).

Union General John C. Fremont asked Dorothea to go west to start hospitals in St. Louis. As you know, part of Missouri supported the Confederacy and part supported the Union. St. Louis was itself divided in its loyalties. She couldn't count on help from the people of St. Louis, so she raised funds among her friends in the East. Soon she had organized supply depots and hospitals.

✓SOME THINGS TO CONSIDER

The average unskilled laborer earned about a dollar a day.

However – there was a big problem. While male nurses were paid $20.50 a month and received rations, clothing, and housing, Dorothea's nurses were unpaid volunteers. They needed extra help to be able to continue to work, or she would lose her nursing staff! The battle was a hard one, but the first victory was when the government gave nurses food, transportation, and housing. Next, the nurses received 40 cents per day for their work. Because of the government's help, her nursing staff grew (*Amazing Women of the Civil War*, 199-200).

Dorothea's iron will earned her many successes: getting a female nursing corps and making sure it was well cared for was quite a feat. However, many surgeons and staff treated her poorly. They complained bitterly about her nurses. The complaints reported that these women ignored military rules and were only concerned about pleasing Dorothea, the *dictator in a petticoat* (*Amazing Women of the Civil War*, 200). Even the U.S. Sanitary Commission had problems with her! She earned the nickname "Dragon Dix."

✓SOME THINGS TO CONSIDER

What would have happened if Simon Cameron hadn't taken Dorothea Dix's plan seriously? When do you think the Union army would have used women nurses?

What would have happened if Miss Dix gave up every time she was refused?

Do you think Miss Dix's financial position gave her an advantage? How?

In October 1863, General Orders No. 351 was passed. After this date, all nurses would report directly to the highest-ranking hospital officer – not Dorothea. And, after December, no female, unless an exception was made, would be *borne upon the Muster and Pay Rolls* without authorization by a War Department official (*Amazing Women of the Civil War*, 200).

Despite these problems, after the war in January of 1867, she received a package in the mail. The letter in the box read, *In token and acknowledgment of the inestimable services rendered by Miss Dorothea L. Dix for the care, succor, and relief of the sick and wounded soldiers of the United States on the battlefield, in camps, and hospitals during the recent war, and of her benevolent and diligent labors and devoted efforts to whatever might contribute to their comfort and welfare, it is ordered that a stand of arms of the United States colors [a national flag, complete with all accouterments] be presented to Miss Dix. Edwin M. Stanton, Secretary of War* (*Amazing Women of the Civil War*, 201). "Dragon Dix" was very obviously moved by this gift, and told her friends that *no possession will be so prized while I am alive to love and serve my country* (*Amazing Women of the Civil War*, 201).

Her Civil War work was just the tip of the iceberg. Dorothea is even better known for her reforms in taking care of the mentally ill, who were treated extremely poorly in America. Often, they were locked in jails, attics, or cellars. Because of her efforts, the first insane asylums were created in America with the hope that the mentally ill could be treated with compassion.

Belle Boyd

The Siren of the Shenandoah

GRADE 8
GRADE 11

✓SOME THINGS TO CONSIDER

Find a picture of Belle Boyd. Do you think she is beautiful by today's standards?

Arrested at least six times, imprisoned three times, and finally banished, this woman also caused the arrest and imprisonment of her first husband. Who was she? Belle Boyd, known throughout the United States, the Confederate States, and Great Britain as the *Cleopatra of the Confederacy*, the *Secesh Cleopatra*, and the *Siren of the Shenandoah* (*Amazing Women of the Civil War*, 123). Her reputation even spread to France, where she was known as the beautiful rebel, or *La Belle Rebelle* (*Amazing Women of the Civil War*, 123).

Most people found her extremely attractive, as she was tall and blonde with a fountain of curly hair. One man went so far as to say that she was *disturbingly attractive*, with an *irregular* face that *spoke of joyless recklessness*; another said she was *so blue-eyed that she was an instant favorite* (*Amazing Women of the Civil War*, 124). Not everyone found her so beautiful, though: some people thought she was unattractive because her nose was too long and she *had a dour face* (*Amazing Women of the Civil War*, 124).

When the Civil War broke out, "Isabelle" Boyd was living in Martinsburg, Virginia (now West Virginia.) She was very outspoken as a secessionist, despite the fact that the future West Virginia chose to stay in the Union. In fact, her entire family was outspoken in its support of the Confederacy. Belle's father fought with Stonewall Jackson, and at least three other members of her family were convicted of being Confederate spies. When she was seventeen, Belle had her chance to follow in the family tradition: she became a spy for Confederate Generals P.G. T. Beauregard and Thomas J. "Stonewall" Jackson (*Amazing Women of the Civil War*, 123-124).

How did it happen? On July 3, 1861, the Union army came to Martinsburg. The town was occupied. Unfortunately, the Boyd family was known to have a Confederate banner in the home. A drunken Union soldier came into the house and shouted *The Star-Spangled Banner will soon fly from your rooftop* (*Amazing Women of the Civil War*, 124)!

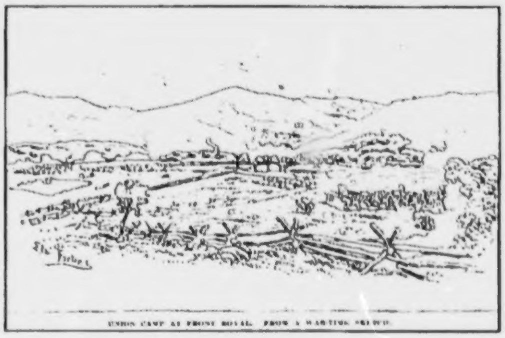
Belle's mother, not impressed, told the soldier that she'd rather die than see the Union flag flying over her home. The soldier cursed at Mrs. Boyd and threatened her, so Belle shot him! Fortunately, Union General Patterson decided not to charge Belle with murder. After all, the soldier was drunk and Belle had been defending her home and her mother. Besides, she was just a teenager, right (*Amazing Women of the Civil War*, 124)?

Belle's reputation spread throughout the area. She used this opportunity to flirt with the Union soldiers. In the process, she found out why General Patterson was in the area to begin with. The plan was for Patterson to prevent Confederate General Joseph E. Johnston from moving south to join other Confederate soldiers under P.G.T. Beauregard. There was going to be a battle somewhere between Washington and Richmond. This was great information! She took this information to Beauregard (*Amazing Women of the Civil War*, 125).

In early 1862, Belle was caught. She was arrested and sent to a prison in Baltimore. Her strength seems to have been her ability to flirt, for she turned her charm on General John A. Dix, the commanding officer, and was soon returned home. Belle's mother was glad to see her, but she was worried for her daughter's safety. To protect her, she sent her to live with an uncle in Front Royal, Virginia. Little did her mother know that this house was not safe, either!

GRADE 8
GRADE 11

Historians say that May 23, 1862, was *Belle Boyd's finest hour* (*Amazing Women of the Civil War*, 127). Union soldiers seized her uncle's house. Belle managed to eavesdrop and find out their plans to defeat the approaching Confederates. Belle recognized that there was danger to this plan, so she risked her life to take this information to Richard Taylor. She was shot at by Union troops the whole distance of fifteen miles.



Union Camp near Front Royal, Virginia. Illustration from *Battles and Leaders I*.

Fortunately for Belle, she arrived safely and gave him information on troop strength, location, and plans. Taylor believed her. He took immediate action, attacking before even Stonewall Jackson and the rest of the Confederate troops could arrive. The Union soldiers were caught off guard and retreated. Stonewall Jackson was so grateful that he made Belle an honorary captain for her bravery and initiative.

✓ SOME THINGS TO CONSIDER

What would have happened if Taylor hadn't believed Belle Boyd? Do you think it's unusual for a general to take advice from a teenager?

The celebration didn't last long – Front Royal was occupied by the Union and Belle was arrested and sent to Old Capitol Prison in Washington, DC. News of her capture spread far and wide. One newspaper screamed *The Secesh Cleopatra Is Caged At Last* (*Amazing Women of the Civil War*, 127)*!* Again, she was described in vivid terms – some nice, some not so nice. One paper called her a *beautiful adolescent spy*; another called her an *accomplished prostitute* (*Amazing Women of the Civil War*, 127).

Belle was a difficult prisoner! She waved Confederate flags from her window, sang *Dixie*, and sent messages by using a rubber ball. Her contact would throw the ball into her cell, and Belle would sew messages inside and toss it back through the bars of the window (*Amazing Women of the Civil War*, 127). Soon she was exchanged and was free to go.

✓ SOME THINGS TO CONSIDER

Does Belle's behavior in prison remind you of any antics you've seen in the classroom? How?

As soon as Belle returned to Martinsburg, she started to spy again – immediately. The Union occupied Martinsburg again; Belle was confined to her home and then sent to Carroll Prison. There, she contracted typhoid fever. She recovered and was to be sent to a jail to perform hard labor when she became ill again.

Was she sick, or just pretending? Who knows! Either way, she was released and told that she must stay away from Union territory – or she would be killed. She managed to get to Richmond, the capital of the Confederacy, where she met Jefferson Davis. There she offered to spy for the Confederacy, officially. He agreed and gave her documents to give to Confederate agents in England. He warned her that traveling in a blockade runner could be dangerous. (As part of the Anaconda Plan, the Union was attempting to stop all ships from reaching or leaving the Confederacy. This would stop supplies, food, and people from reaching the South.)

Davis wasn't kidding about the danger. Belle set sail on May 8, 1864. As luck would have it, the ship was captured, and she was arrested. Again.

Now, as you know, Belle Boyd was single. If you were to pick the person she was LEAST likely to marry, who would it be? How about Ensign Samuel W. Hardinge, the Union sailor holding her captive?

✓SOME THINGS TO CONSIDER

Is it unusual for a prisoner to fall in love with his or her captor? Why or why not?

Do you think it was risky for Belle Boyd and Samuel Hardinge to fall in love and get married? Who stood to lose more if they were caught?

Why do you think Hardinge returned to the United States? Why didn't they stay in Canada for a while?

GRADE 8
GRADE 11

Hardinge and Boyd fell in love. Hardinge persuaded the U.S. government to send Belle Boyd to Canada. He joined her, and the two were married. Unfortunately, he returned to the United States, where he was sent to prison for treason (for helping a Rebel spy escape). He was released, but he died soon afterwards – he had become very ill in captivity (*Amazing Women of the Civil War*, 130).

Belle left Canada for England, where she was an actress for a short time. She also wrote a book called Belle Boyd in Camp and Prison. After the war, she traveled back to the United States, where she acted in some plays (*Amazing Women of the Civil War*, 130).

Even in later years, she must have kept her charm because she remarried (at least) three times. Unfortunately, all three marriages were just as unlucky as the first. Husband number two was an outlaw named Cole Younger. The next two husbands were Native American warriors. All three died shortly after marriage. And, despite the fact that she was a Confederate spy, Union veterans paid for her funeral and her gravestone (*Amazing Women of the Civil War*, 130). To the end of her days, the unlucky Cleopatra touched the lives of those around her.

✓SOME THINGS TO CONSIDER

Throughout her life, Belle Boyd used her good looks and charm to get what she wanted. Do you agree with this? Always? Why or why not?

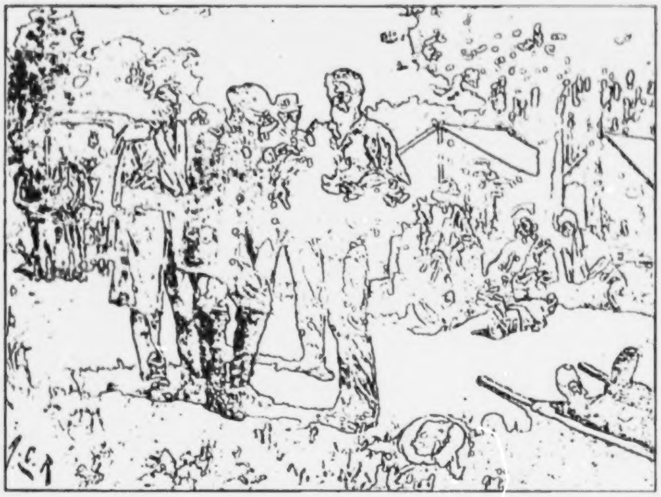
GRADE 8
GRADE 11

Elisha Stockwell, Jr.

She said, 'Hurry back for dinner will soon be ready.' I didn't get back [home] for two years (Boys' War, 13).

Fifteen-year-old Elisha Stockwell was living in Wisconsin when he attended a war meeting with two of his friends. Moved by fiery talk and shows of patriotism, all three proudly volunteered to serve the Union.

Elisha's father had a different view of the matter. He was not about to let his underage son go to war! He scratched Elisha's name off the list, and the teenager was humiliated. Even his sister was angry, and when he got home she yelled at him *for exposing [his] ignorance before the public, and called [him] a little snotty boy, which raised [his] anger. [He] told her, 'Never mind, I'll go and show you that I am not the little boy you think I am'* (*Boy's War*, 11). The family finally calmed down, his sister and mother apologized, and Elisha was allowed to attend school in the winter. Problem solved, right?



Union field hospital at Shiloh. From *Battles and Leaders.*

Wrong. The elder Stockwell decided that he and his son would work as colliers instead. (In this process, hardwoods were burned very slowly to produce charcoal, which was used by blacksmiths and in the iron industry.) This was a nasty job – it was very boring and dirty. Going to battle sounded better – at least, it would be more exciting.

Elisha had a plan. He told his parents that he was going to a dance, but instead, he went to a friend's house. This friend's father was a Union captain, and the captain was home on leave. Elisha talked to him and convinced him to take him to a recruiting center.

The captain lied and told the recruiting officer that the teenager was probably eighteen, but he wasn't sure. The recruiting officer didn't even measure Elisha – he just wrote down that the short young man was five feet five inches tall. (He wasn't near that height.)

Then Elisha went home to get some clothes. He ran into his sister and *told her I had to go down town. She said, 'Hurry back for dinner will soon be ready.' I didn't get back [home] for two years* (*Boys' War*, 13).

At first, Elisha's company wasn't thrilled to see him, or his friend Jim Ferguson. They thought the two were too small and too young to be of much use. However, disease and hard physical labor soon took their toll on the older, larger men.

The teenager saw his first battle at Shiloh in April of 1862. He lay flat on the ground, artillery shells exploding all around him. And as he waited for the command to charge, his *thoughts went back to my home, and I thought what a foolish boy I was to run away and get into such a mess as I was in. I would have been glad to have seen my father coming after me* (*Boys' War*, 33).

Elisha was wounded as a bullet grazed his right shoulder: *...it burned like a red hot iron. My first thought was my clothes were afire. I began to realize that the Rebs were shooting at me* (*Boys War*, 20). Then, as his unit charged over a hill, he was shot in the arm as *a grape shot came through the tree and knocked me flat as I was putting the cap on my gun. I thought my arm was gone, but I rolled on my right side and looked at my arm and couldn't see anything wrong with it, so got to my feet with gun in my hands and saw the Rebs coming down hill just like we had* (*Boys' War*, 36). He was asked to surrender, but ignored the Confederate order.

After following a group of Confederate soldiers for two days, Elisha's company started back for camp. It started to rain, and the teen soldier didn't have any blankets. He was soaked to the skin and caught a terrible fever. The effects of this fever lasted his entire life: *I was shaking with the ague—they call it malaria fever nowadays. As long as I was in the army and nearly a year after I got home, I had it every time I caught cold* (*Boys' War*, 56).

Elisha had enlisted with thirty-two men from his town; after two years, only three of them were still living (*Boys' War*, 75).

✓SOME THINGS TO CONSIDER

How many times have you wanted to do something that your parents wouldn't allow? In this story, who do you think had a better idea of what war was like: Elisha, or his family?

Did you ever do something you knew you weren't allowed to do, only to find that you "got more than you bargained for?"

During the Civil War, many boys were so anxious to enlist that they lied to get into the army. Would you have wanted to fight that badly? Why or why not? Was it right to do this?

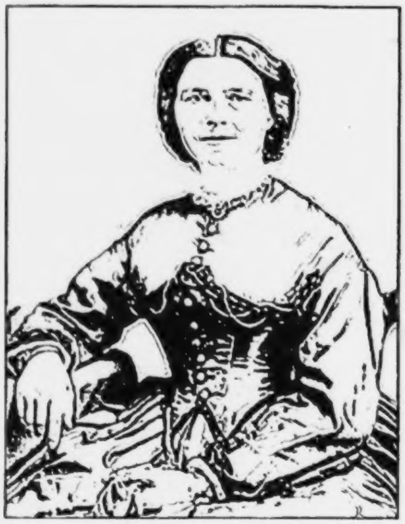
Pretend that you have enlisted to fight in the Civil War without either of your parents' permission. Write a letter to your parents explaining what you've done and why. Try to make them understand your viewpoint.

GRADE 8
GRADE 11

Clara Barton

Angel of the Battlefield

At the start of the Civil War, Clarissa Harlowe Barton was working as the confidential clerk to the commissioner of patents. (The U.S. Patent office works to help inventors keep the rights to their inventions – this right is protected in the Constitution under Article I, Section 8.) As such, she was the first high-level female employee of the U.S. government.



Miss Clara Barton Courtesy of the National Archives. NWDNS-111-B-1857

As you know, at the outbreak of the war, all nurses were male. She volunteered her services in April 1861, when fighting broke out between some of the militia who were traveling to Washington and local secessionists in Baltimore. The wounded came streaming into the U.S. Capitol building, and Clara came to help (*Amazing Women of the Civil War*, 165).

She was about to return to her job when she saw the huge list of casualties after the Union defeat at Manassas (Bull Run). Clara left the Patent Office, found an empty hall, and began to fill it with items that would be needed for so many wounded. She was short on many necessary items, and the government did not have any agency set up to collect supplies. Clara placed an ad in a newspaper, requesting food, bandages, and clothing. People sent packages by the hundreds! Still, so much more was needed. The war was bloodier and promised to be longer than anyone expected.

✓SOME THINGS TO CONSIDER

Clara had a very important, high-level job. She gave it up to be a volunteer. If you were in her position, do you think you could do this? Why or why not? Do you think your parents could afford to give up their jobs to be volunteers?

Clara wanted to do so much more than collect supplies. She wanted to be in the field caring for the men. Unfortunately, for months she tried to get approval to do more and was rejected each time. When the government found out that she had gathered an enormous amount of supplies, people began to think twice.

She was allowed to take wagons of supplies, and later, a freight car, into battles. She also nursed wounded soldiers at many of the war's major battles. With no fear for her own life, she moved amongst the wounded, helping those in need, both Confederate and Union. She traveled with the troops and showed great courage and grace in the midst of horrific conditions. Soldiers came to know her as the *Angel of the Battlefield* (*Amazing Women of the Civil War*, 172).

✓SOME THINGS TO CONSIDER

How do you think Clara reacted to this terrible situation?

She was often exposed to danger. At Antietam, she was bending over to give a wounded soldier a drink of water, and he suddenly lurched backwards. She later remembered that *the poor fellow sprang from my hands and fell back quivering in the agonies of death. A bullet had passed between my body and the right arm which supported him, cutting through my sleeve and passing through this chest from shoulder to shoulder* (*Amazing Women of the Civil War*, 171). On another occasion, a shell tore through her dress as she walked.

Close calls didn't stop Clara from continuing to rescue the boys in blue. When she was asked about her experience at Fredericksburg, she replied that her mind wasn't *big enough to deal with 12,000 casualties* (*Amazing Women of the Civil War*, 171). When asked to describe the aftermath of Fredericksburg, she spoke of a waist-high heap of amputated legs and arms outside of one of the city's mansions. Inside this elegant home, the *floor was so thick with blood that she had to stop periodically and wring it from her skirt* (*Amazing Women of the Civil War*, 171).

Near the end of the war, Clara found another, difficult role: informing families of the fate of missing Union soldiers held prisoner in the south. This led to a new title: General Correspondent for the Friends of Paroled Prisoners. Clara's new task was immense; of the approximate 300,000 Union graves, only around 165,000 had identifying information, and an estimated 40,000 Union soldiers were missing (*Amazing Women of the Civil War*, 172). When Clara closed this chapter in her life, she had identified approximately 22,000 soldiers whose families had received no information from the government (*Amazing Women of the Civil War*, 174).

Clara became a highly paid lecturer in the years after the war. She was on a trip to Geneva, Switzerland when she met the leaders of the Red Cross. The work of the Red Cross was based on the 1864 Treaty of Geneva for the Relief of Sick and Wounded Soldiers. The United States had not yet recognized this document (now commonly referred to as the Geneva Convention).

Clara worked until finally, in 1882, the U.S. Congress ratified the Geneva Treaty. Then, the American Red Cross was started, and Clara was its first president. This was quite an honor – and a challenge. While serving as president, she expanded the organization's work to include all large-scale disasters, such as hurricanes, tornadoes, forest fires, earthquakes, epidemics, and floods (*Amazing Women of the Civil War*, 174). Eventually, these guidelines were accepted worldwide.

GRADE 8
GRADE 11

✓SOME THINGS TO CONSIDER

Imagine yourself in Clara's position. Imagine your clothes being so soaked with blood that you have to wring them out.

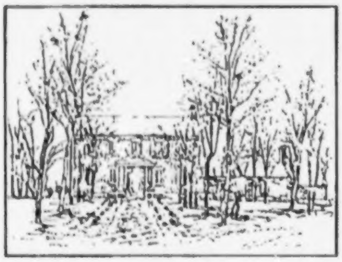
Can you think of any modern-day incidents involving large numbers of casualties who had to be identified? Did anything like this exist before the Civil War?

Has the Red Cross helped any neighborhoods near you? What other large-scale medical service is the American Red Cross involved in today? Have you, or any people in your family, volunteered to help out with this service? Could you?

GRADE 8
GRADE 11

The Unlucky Wilmer McLean

Or, of All the Houses in All of the War, You Had to Crash Into Mine. Again.



The first McLean House. Illustration from *Battles and Leaders I*

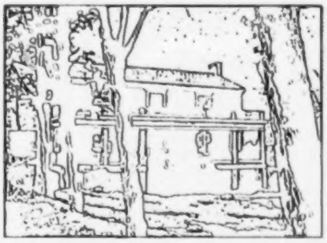
Wilmer McLean was a farmer who was well known as a pacifist – or, someone who was against war and violence. In July of 1861 he was in his farm house when – pop! pop! – he heard what he thought was the sound of gunfire.

Disturbed, he wanted to see what the noise could possibly be. He rode out on his horse and discovered that there was a battle nearby. Poor farmer McLean – his land happened to be in the middle of the Battle of Manassas (or Bull Run). This was the first large battle of the Civil War, and it was a really embarrassing Union defeat.

Mr. McLean was really upset about the battle – an artillery shell even crashed into his house! He decided that he'd had enough of war and sold his farm. He wanted to go someplace the war couldn't catch him.

The family moved someplace called Appomattox Court House. McLean continued to farm, until, four years later, a Union soldier stopped him and demanded that he and his family leave the house – immediately (*Civil War Curiosities*, 191-192)! McLean didn't give up so easily – he finally allowed the soldiers to use his front parlor (*The Civil War*, 306).

As you know, Appomattox Court House is where the Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant. General Lee was dressed in his best uniform, with his sword by his side. General Grant was muddy and rumpled and had forgotten his sword. Still, General Grant was generous and allowed soldiers to take their horses (since they needed them to plant crops). He also gave the Confederates rations (because they had very little food). General Lee thanked Grant, saying, *this will have the best possible effect on my men. It will be very gratifying and do much toward conciliating our people* (*The Civil War*, 307).



The second McLean House. Illustration from *Battles and Leaders IV*

Unfortunately for Mr. McLean, the surrender was more damaging to his house than Manassas had been. Souvenir hunters took every piece of furniture in his parlor (*Civil War Curiosities*, 191-192)! General Phil Sheridan took the table Grant used to sign the surrender – for $20 – and Gen. George Armstrong Custer "rode off with another table over his head" (*The Civil War*, 307). Discouraged, McLean went back to his wife's family's home in 1867.

✓SOME THINGS TO CONSIDER

Go to the National Park Service web site (www.nps.gov/apco) and find out what happened to the McLean house after the war. Does this surprise you?

In a way, the war began and ended at the McLean house. Why? What are the chances of something like this happening?

What else is Gen. Custer known for?

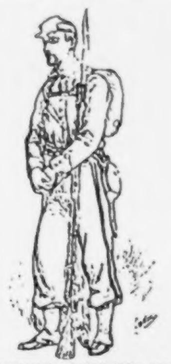
GRADE 8
GRADE 11

Elmer Ephraim Ellsworth

The Greatest Little Man I Ever Met

Abraham Lincoln found personal tragedy during the Civil War. He lost a child, watched a bloody conflict, and lost personal friends in the fighting. One friend was Elmer Ellsworth.

Like Lincoln, Ellsworth was born into a poor family. He worked at a dry-goods store and sold newspapers to help support his family (*The Zouave Craze*, 1). He wanted to go to West Point – but that dream was way out of reach. In 1857, he happened to meet a man named Charles DeVilliers who had been a part of the French Zouaves. Ellsworth was really impressed! The reputation of the Zouaves was known worldwide – and even George McClellan (who would eventually command the Union army) was impressed with their skill and devotion.



UNIFORM OF THE 11TH NEW YORK (FIRE ZOUAVES).
At Bull Run the Fire Zouaves wore the red fez.

Illustration from *Battles and Leaders I*

Ellsworth went to Illinois and studied law with Lincoln. The two became good friends, and Ellsworth helped Lincoln with his presidential campaign. He even went to Washington with the new president, who called him *the greatest little man I ever met* (*Elmer Ephraim Ellsworth, 1*).

Ellsworth went to Chicago to raise his own Zouave regiment. They had to be morally good and not use tobacco or alcohol (*Origins of the Zouaves*, 1). And they trained. And drilled. And trained. They were good – very good – with routines that made them look fierce. They traveled all across the North and the Midwest and they wowed audiences everywhere. Suddenly, there were Zouave units all over the country!

In New York, Ellsworth organized the Fire Zouaves – made up of men who had been firefighters. They were rough and got into trouble a lot, but they loved Colonel Ellsworth. Because Ellsworth knew Abraham Lincoln, he managed to get the Fire Zouaves included in the plans for the invasion of Virginia (*Origins of the Zouaves*, 1).

On May 24, 1861, the Fire Zouaves marched into Alexandria, Virginia, (then part of Washington, D.C.) to find the telegraph office and the train station. Instead, of going with them, Ellsworth went into the Marshall House Hotel.

He saw a Confederate flag flying from the Hotel and yelled, *boys, we must have that flag* (*Origins of the Zouaves*, 1)! Ellsworth charged upstairs and grabbed it. The hotelkeeper, James T. Jackson, shot and killed him. Corporal Francis Brownell immediately killed Mr. Jackson.

Northerners were outraged. Ellsworth's body was taken to the White House. Abraham and Mary Lincoln were deeply saddened. In fact, a soldier tried to give the Confederate flag, stained with Ellsworth's blood, to Mary Todd Lincoln. She *took a fleeting glance at the souvenir, shook her head vigorously, and then closed her eyes, refusing to look at it* (*Civil War Curiosities*, 178).

After Ellsworth's death, the North had a new battle cry: *Avenge Ellsworth* (*Origins of the Zouaves*, 1)!

✓ **SOME THINGS TO CONSIDER**

Why were the telegraph office & train station important?

Was Ellsworth right in taking the Confederate flag from a private business? Was Jackson right in shooting him? Would the rules be different in peacetime?

GRADE 8
GRADE 11

Colonel Robert Gould Shaw

Colonal Shaw. From *Battles and Leaders*.

At the outbreak of the Civil War, few white Americans, North or South, felt that African Americans could ever make good soldiers. At the core of this belief was the idea that people of African descent were not as brave, intelligent, or morally good as white people. Many whites were afraid to give guns to blacks.

However, free blacks such as the famous Frederick Douglass, as well as abolitionists all across the North, sought to prove this belief wrong. What better way to prove the worth and value of black people than to allow them to fight for their country? If black people showed bravery in battle, who could deny them the rights given to whites?

✓SOME THINGS TO CONSIDER

Isn't it the ultimate insult to ask someone to fight and die for their country and its freedoms, and then deny that person the rights they've fought for? Can you think of some instances in U.S. history when this has happened?

In 1863, the idea of black soldiers was still a "risky" experiment. There were several "colored" Union regiments raised in the South, but the first Northern black regiment was the 54th Massachusetts (*Who's Who*, 584). Its colonel was Robert Gould Shaw, a member of a leading family of white abolitionists in the North, handpicked by Massachusetts Governor Andrew Martin (*Black Soldiers*, 26). At this time, white officers led "colored" regiments.

✓SOME THINGS TO CONSIDER

Given what you know about 1863 beliefs, why would black regiments be led by white officers?

Why did black regiments spend so much time doing manual labor and guarding supplies? Why would the former slave-holding states be so upset about black soldiers? Or their white officers?

The 54th spent much of its time doing hard labor instead of fighting. This was common. Black soldiers even got less pay than white soldiers – simply because they were black. At first, even Shaw was surprised by their willingness to prove themselves in battle – if given a chance.

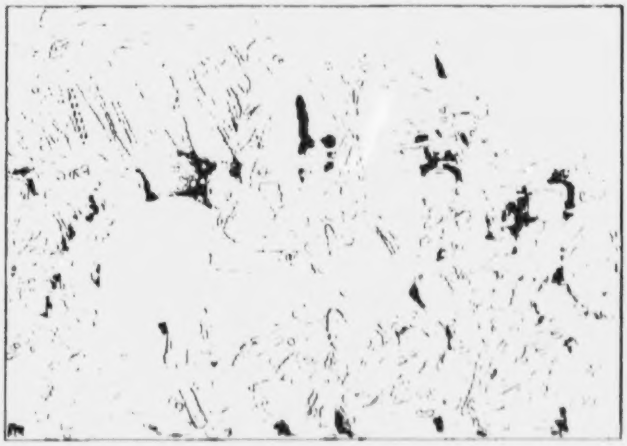
At the same time, the Confederacy was outraged that black soldiers were organized to fight against them. The South threatened blacks; saying that any black soldiers captured in Union uniform would be sold into slavery, and any white officer caught leading them would be executed immediately (*Saint-Gaudens' Memorial to Shaw and the 54th*, 1).

The 54th participated in a few actions, such as a raid on Darien, Georgia and a "false attack" or feint at James Island. The 54th – and Shaw himself – was very embarrassed and unwilling to participate in the burning of Darien (*Black Soldiers*, 26). Shaw was a gentleman, and a proud, strict officer. Because of his training, the 54th gained *esprit de corps* – a sense of pride in belonging to a regiment.

Finally, the 54th fought at Morris Island, South Carolina. On July 18, 1863, the 54th led two white regiments in assaulting Battery Wagner, a heavily defended Southern fort. This mission was nearly impossible and several white regiments had already failed. Still, Shaw and the 54th fought with incredible bravery and skill. They knew that being captured was not an option – they would rather die than be forced into slavery. Many soldiers, including Shaw, had something very big to prove – that no one would say they didn't fight like *men*. In the words of Governor Andrew, their work was *at once so proud, so precious, so full of hope and glory* (*Black Soldiers*, 26).

One quarter of the regiment died, including Robert Gould Shaw (*Who's Who*, 584). Confederates buried the 54th in a common grave. Shaw was buried with his men – which was meant to be an insult. Rather than being insulted, Robert's family was very pleased and his father spoke with pride when he said, *We hold that a soldier's most appropriate burial-place is on the field where he has fallen* (*Black Soldiers*, 30). His family felt that Robert would have been honored to remain with the men he had become so proud of.

So many brave men were lost in this assault – men who had hope and promise. The losses weren't in vain, though. A reporter for the *New York Tribune* wrote that t*he 54th did well and nobly…They moved up as gallantly as any troops could, and with their enthusiasm they deserved a better fate (American Originals: The 54th Massachusetts).*


Augustus Saint-Gaudens Memorial to Robert Gould Shaw and the Massachusetts 54th Regiment. U.S. Department of the Interior, National Park Service, Saint-Gaudens National Historic Site, Cornish, NH

Tragically, Sergeant Robert J. Simmons of the 54th was wounded, lost an arm, and died as a result of the fight at Battery Wagner. He didn't know that on July 15th, a mob of angry whites beat his nephew to death as a result of the New York City draft riots; his sister and mother were terrorized as well (*Black Soldiers*, 30). The 54th and Robert Gould Shaw played a big part in proving that the black man made an excellent soldier. Despite this monumental show of bravery, there was still much work to do in gaining actual equal rights for African Americans. Perhaps this is the greatest tragedy of Battery Wagner.

✓SOME THINGS TO CONSIDER

Optional Activity: Watch the movie *Glory*. What obstacles did the men of the 54th have to overcome in order to fight?

One man earned the Congressional Medal of Honor for his role at Fort Wagner. Who was this man? (Go to the library or Internet to find this information.)

If black soldiers were fighting for the same rights as white soldiers, who was left out? Did women – black or white – have rights during the Civil War?

GRADE 8
GRADE 11

Cailloux and Crowder

African-American Heroes at Port Hudson

Foraging party in Louisiana. From *Battles and Leaders III*.

High bluffs held by Confederate sharpshooters. Mississippi backwater. Swamps of willow, cottonwood and cypress trees. These are a few of the features protecting Port Hudson, a fortification that held six thousand Confederates (*Black Soldiers*, 19). And Port Hudson, Louisiana, along with Vicksburg, Mississippi, was one of two remaining strongholds on the Mississippi River. Union General Nathaniel P. Banks, of the Union Department of the Gulf, was in charge of taking this site. But how?

✓SOME THINGS TO CONSIDER

Why did most African-American regiments only have white officers?

Part of Banks' troops included the 1st and 3rd Louisiana Native Guards. The 3rd Louisiana was made up of former slaves and white officers. The 1st was made up of free black men and black officers – and the fact that it had black officers made it very unusual. Many of the men in the 3rd had ancestors who had fought in the Battle of New Orleans in 1815 (*Black Soldiers*, 13). Two officers in the 3rd were Captain Andre? Cailloux (k?-you) and Lieutenant John Crowder.

Cailloux, who was born a slave and earned his freedom, had property and could speak French and English (*Black Patriot: Andre? Cailloux*, 1). He was well known in New Orleans and had been educated in Paris (*Black Soldiers*, 20). Crowder exaggerated his age and was 16 when he enlisted. When confronted, he said *if Abraham Lincoln knew that a colored Lad of my age could command a company, what would he say* (*Black Soldiers*, 20)?

First, the white regiments tried to attack the fortress at Port Hudson. They failed. Then the job fell to the black regiments. On May 27, 1863, the 1st and 3rd Louisiana Native Guards charged three times against the Confederate works. They were picked off by sharpshooters and cut down by artillery fire. They tried to wade through the swamp and they tried to climb up the bluffs. No matter what they did, they could not reach the fortifications. They showed great courage, but didn't kill a single Confederate soldier. The fortress was unreachable. Nearly 200 black soldiers died – or 20% of their forces (*Black Soldiers*, 22).

✓SOME THINGS TO CONSIDER

Why were Union troops not allowed to collect the remains of its black soldiers? Why was Claude Paschal Maistre rebellious in presiding at Cailloux's funeral?

John Crowder was mortally wounded and carried to the rear, where he died later that day (Black Soldiers, 22). Andre? Cailloux had his arm shattered by a bullet. Still, he did not go to the rear. He stayed out front and led his troops until his voice was hoarse and he was weak from losing so much blood (*Black Soldiers*, 22). Suddenly, an artillery shell killed him.

Union and Confederate troops called a truce to bury their dead. However, Union troops were not allowed to collect their fallen black comrades. Andre? Cailloux lay on the battlefield for six weeks – until late July – before he was finally buried. The black community of New Orleans grieved. A rebellious white priest named Claude Paschal Maistre presided at Cailloux's funeral.

Still, the fight at Port Hudson was not a total loss. African American soldiers finally began to receive a small portion of the respect and recognition they deserved. As a newspaper published by free blacks in New Orleans stated, Cailloux (and Crowder) *showed valor, patriotism, and courage [that] vindicated [the] race from the charge that it lacked manliness* (*Andre? Cailloux: Black Patriot*, 1).

Abraham Lincoln

GRADE 8
GRADE 11

Born February 12, 1809, our sixteenth President was born near Hodgenville, Kentucky. His family moved to Indiana when he was seven and he grew up on the edge of the frontier. He had little formal education, but read anything he could get (when not working on his father's farm).

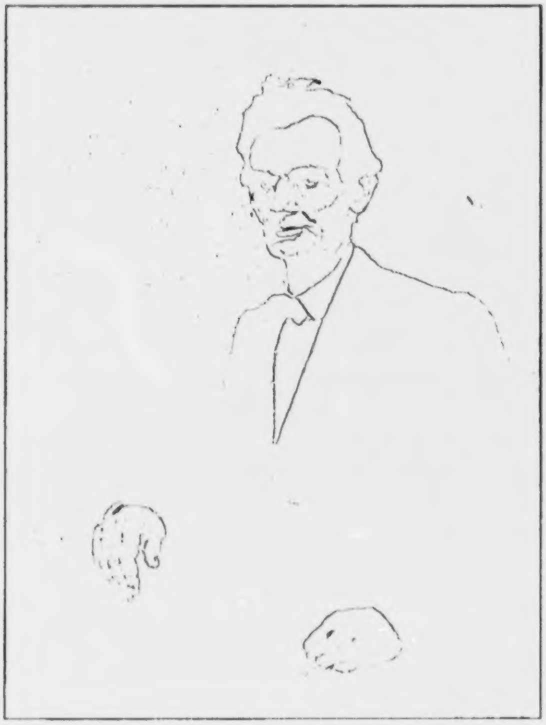
In 1830, the Lincoln family moved to Illinois. Except for a short time in 1832, when he volunteered to fight in the Black Hawk War, Abraham Lincoln worked in a grocery store. At the same time, he studied law and tried to win a seat on the Illinois State Legislature. He didn't get it the first time, but he kept trying and won the position in 1834 as a Whig.

✓ SOME THINGS TO CONSIDER

What other great leader was also born in a log cabin, in Kentucky, less than a year later?

Abraham met Mary Todd in Springfield, Illinois where he was a lawyer. They were married in 1842. Her family was not pleased! Still, they had four sons. Only one lived to adulthood. Lincoln worked as a lawyer in the early 1850s after one term in Congress from 1847 to 1849. Abraham Lincoln joined the new Republican Party in 1856. He became a famous national figure after the Lincoln-Douglas Debates. These occurred in 1858 when Lincoln debated with Stephen A. Douglas about the Kansas-Nebraska act. This act said that Kansas and Nebraska would join the Union and could decide for themselves whether they would be free or slave. It was an upsetting law for some people because it went against the Missouri Compromise, which didn't allow states north of 36° 30' to be slaveholding states. Abraham Lincoln was against the Kansas-Nebraska Act.

This belief put him in the middle of the huge national controversy. Lincoln's anti-slavery platform made him extremely unpopular with Southerners and his nomination for President in 1860 upset them. Still, he was elected president on November 6, 1860. When this happened, Southerners began to talk of secession – which had been looming in the background since the 1820s. The Civil War was not caused by Lincoln's election, but the election was one of the main reasons why 1861 was when the war broke out.



Lincoln in 1861. From *Battles and Leaders I.*

Lincoln decided to fight rather than to let the Southern states secede, but this wasn't because of his feelings on slavery. Rather, he felt it was his sacred duty as President of the United States to preserve the Union at all costs. He did not issue his famous Emancipation Proclamation until January 1, 1863 after the Union victory at the Battle of Antietam.

The Emancipation Proclamation, which was based on the President's right to seize the property of those in rebellion against the State, only freed

✓ SOME THINGS TO CONSIDER

If you knew that your election might cause a war, would you run for office? Why or why not?

What oath did Lincoln use when he took office? Go to the library or Internet to find out.

What happened to the slaves in the Border States?

GRADE 8
GRADE 11

✓SOME THINGS TO CONSIDER

What does "malice towards none" mean? How does this fit into a country healing its wounds after a civil war?

slaves in areas of the Confederacy where Lincoln's forces had no control. Still, it changed the spirit of the war, making it, from the Northern point of view, a fight both to preserve the Union *and* to end slavery.

In addition to his work during the Civil War, Lincoln also started a number of peaceful pieces of legislation that would change the character of the nation after the war was over. The Morrill Act of 1862 established the state university system, while the Homestead Act, also 1862, offered 160 acres of free land to settlers moving to the West.

Abraham Lincoln. Courtesy of the Library of Congress. LC-B816-1321

In 1864, Lincoln ran again for President, although it was within his power, because of the war, to suspend the election, and despite the fact that he feared he would not win. Nevertheless, he was re-elected, and his inauguration speech, March 4, 1865, set the tone he intended to take when the war finally ended. His one goal, he said, was "lasting peace among ourselves." He called for "malice towards none" and "charity for all." The war all but ended only a month later.

On April 14, 1865, while attending a play at Ford's Theatre in Washington, D.C., Abraham Lincoln was shot by Confederate sympathizer, John Wilkes Booth. He died the following day, and with him died the hope of reconstructing the nation without bitterness.

From Civil War Preservation Trust web site, www.civilwar.org.

George Rallings

Police Officer and Hero

GRADE 8
GRADE 11

All Northerners were supportive of African Americans and eagerly hoped that blacks would soon be free. Right? Not quite. Many people have forgotten about the New York City Draft Riot of July 1863. This extremely ugly chapter in American history was many years in the making.

In New York City (and elsewhere in the North), white workers had long feared black workers. Originally, blacks worked as longshoremen (people who unload and load ships), brick makers, waiters, servants, and hod carriers (or, trays on poles used to carry bricks or coal) (*www.africana.com*). Irish and German immigrants, escaping struggles in their homelands, competed for these jobs and replaced the blacks. However, these immigrant groups tried to get better pay for this backbreaking, tedious work. When they went on strike, business owners hired impoverished blacks to replace them. The result: low wages and racial tensions (*From Slavery To Freedom*, 204-5).

To make matters worse, the Union passed a Conscription Act in 1863. Men could be drafted into the army – which desperately needed new soldiers. The bad part of the law was that men could get out of the draft by paying $300. For a laborer, this was an impossible sum of money – a whole year's pay! Poor laborers felt insulted – they felt like they'd been driven out of their jobs and were being sent off to war – to free more of the people who were taking their jobs in the first place (*From Slavery to Freedom*, 205). The Emancipation Proclamation held the threat of sending even more blacks North, desperately seeking a means of supporting their families.

✓SOME THINGS TO CONSIDER

Has this attitude happened anywhere else in the U.S. recently? When and where? Why were Northern business owners willing to replace white laborers with black laborers?

What was the Emancipation Proclamation?

In anger and desperation, mobs in New York lashed out. They were mad at blacks and at wealthy people who had the money to get out of the draft. They attacked people of other ethnic groups, too. For example, a 63-year old Mohawk Indian was killed by the mob, leaving behind an 8-year-old orphan (*Civil War Chronicle*, 336).

The mob started out by destroying the draft office. Then they spread to railroads and shops. Women and children began to participate too – some out of anger, and some trying to protect their families and homes. Soon, anybody who worked with the black community was a target for violence – innkeepers who housed blacks, storekeepers, and even police officers. (Police officers were sometimes called to accompany blacks who were acting as strikebreakers). On Monday afternoon, the Superintendent of Police was beaten senseless and dragged through the streets (*Draft Riots*, 1). Enter George Rallings.

Very little is known about this police officer. However, somehow, on July 13, 1863, he learned that the mob was about to attack the Negro Orphanage. Showing great courage, Officer Rallings evacuated the building, and saved about 260 ex-slave children. One child was killed (*Who's Who*, 529). Most certainly, all of the children would have died without his help. The building was burned to the ground.

The riot continued for days. Over time, a huge mix of people got involved in the riots. Hundreds of buildings were destroyed or damaged, 50 people were killed, and 128 were wounded (*Draft Riots*, 1). Actual figures are difficult to obtain, but total property loss was at least $1,500,000 (*Draft Riots*, 1). It took General George Meade's men, returning from Gettysburg, to stop the rioting.

✓SOME THINGS TO CONSIDER

Why would Rallings' actions show great courage? Would you want to face this kind of angry mob?

GRADE 8
GRADE 11

Samuel Agnew

When the Road Turned Black With Yankees!

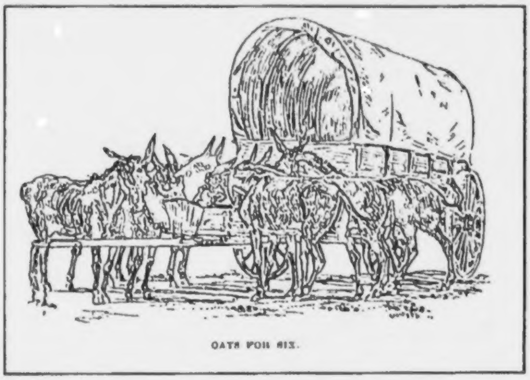
Brice's Crossroads was a stunning Confederate victory, but many lives were forever changed because of it. Like many Southerners, Mississippi civilians like Samuel Agnew and his little brother, Erskine, suddenly found their home thrown into the center of battle.

Samuel had heard battle rumors for several days. On June 10, 1864, he learned that Union soldiers had camped at a neighboring farm. To keep the family mules from being taken, he and his brother took them to a dense part of the woods a mile away from the house. As they waited, they heard a mysterious roar – it was the Union Army. A passerby told them that their yard was "black with Yankees!" Terrified, they worried about their family.

✓SOME THINGS TO CONSIDER

Imagine you leave the house on an errand and, while gone, overhear that there has been an accident in front of your house. What is the first thing that crosses your mind? What do you do?

They also heard that "thousands" of black soldiers were with the Yankees. This report was an exaggeration. There were three black regiments fighting at Brice's Crossroads – one of them was the 55th United States Colored Troops (USCT). Many of these soldiers were former slaves. Eager for a chance to prove their ability, they fought with bravery that took many people by surprise. One of them was 23-year-old Private George Barton. George was probably frustrated because his regiment was asked to guard the wagon train. How would he ever prove himself in battle?


OATS FOR SIX.

Oats for Six. Illustration from *Hardtack and Coffee*.

The weather was so hot that men dropped dead from the unbearable heat. It had been raining and men cut off their pant legs to get through the mud. Worse yet, in its panic, the Union army had created a traffic jam on the Tishomingo Creek Bridge. Several Union soldiers either jumped or were pushed off the bridge. Some drowned. Mississippi workers found one soldier still in the creek bed – in the 1950s!

George Barton got his chance to fight, but he and his regiment were treated harshly. Samuel Agnew remembered that Confederate soldiers were infuriated by the sight of black soldiers and killed them every chance they got.

✓SOME THINGS TO CONSIDER

How do you think Samuel felt when he was his family was unharmed? How did he feel when he saw his house had been plundered?

Union debris covered the Agnew farm. Samuel and his brother returned home in the morning. Bullets had pierced the farmhouse, but everyone escaped harm by lying flat on the floor. Like so many Southern families during the war, the Agnews found that their home had been badly damaged and their property had been plundered. Union soldiers left no room untouched. Trunks were emptied and not a morsel of food was left for his family. Even the rope to the well bucket was cut.

Dead and dying men surrounded their home. Samuel felt sorry for the dying soldiers because they were so far from home. Among the dead were several men from the United States Colored Troops. George Barton survived, but it is difficult to imagine his fear and suffering. The 55th, with the rest of the Union Army, retreated. Local citizens used bloodhounds to chase the wounded and exhausted men. If caught, the men of the 55th would have been killed on the spot. George escaped, but his wounded arm wasn't treated until he reached Memphis, Tennessee, one week after the battle. His battle wound plagued him for the rest of his short life.

After the war, Samuel Agnew became a Presbyterian minister. In 1993, his descendents gave Americans a stunning gift when they began to work with the Civil War Preservation Trust to preserve Brice's Crossroads. Now, you can visit the battlefield. You can understand the significance of this stunning Confederate victory and appreciate the work the Agnews faced as they tried to return to normal. And, as long as the land survives, the little-known stories of men like Samuel Agnew, George Barton, and others, survive too.

GRADE 8
GRADE 11

✓SOME THINGS TO CONSIDER

Even though Union soldiers plundered his home, Samuel felt sorry for the wounded soldiers so far away from home. What does this say about him as a person? Would you have felt the same? Why or why not?

"Lives Changed Forever," *Hallowed Ground*. Association for the Preservation of Civil War Sites. Summer 1999: Vol. 2, No. 3.

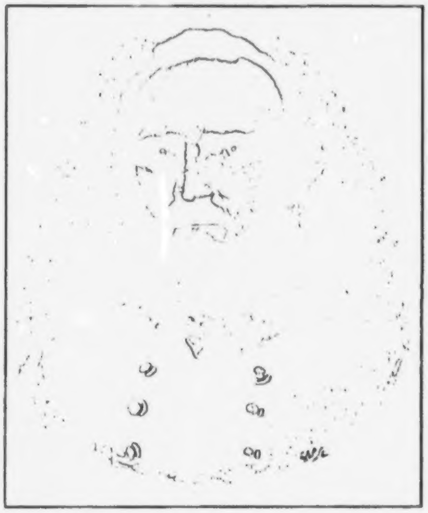
GRADE 8
GRADE 11

Sue Chancellor

Northern and Southern children usually had very different experiences during the war. In the North, one typical boy named Gerald had a fairly happy war, with little to worry about except his collection of Civil War items (bullets, envelopes with patriotic pictures, and books). Gerald's father wasn't in the army and he never mentioned in his diary any relative or family friend who was hurt in the fighting. On the other hand, a Southern girl named Sue Chancellor lost everything.

Sue Chancellor, who was 12 in 1861, wrote about her experiences in a "memoir" (a story about some event in a person's life). When she wrote her memoir, she was over 70 years old. Like diaries, memoirs and "autobiographies" (books that a person writes about his or her own life) contain a lot of information that historians use when they're writing about the past. If you've read a lot about the Civil War, you might find Sue's name familiar; in 1863, one of the biggest battles of the Civil War was fought at Chancellorsville, Virginia, where General Thomas "Stonewall" Jackson was mortally wounded.

In fact, Sue Chancellor lived in the "Chancellor House", one of only a handful of buildings in this little town deep in "The Wilderness" – a densely wooded area in Northern Virginia. The town was named after her family. In her short memoir, Sue wrote about the Confederate soldiers who often stopped by their house early in the war. They asked Sue and her older sisters to play piano and sing and sometimes taught them card games. Yankee soldiers also visited from time to time, but since the Chancellors sided with the Confederacy, the Northern soldiers were less welcome. Sue remembered that whenever Northern soldiers showed up, she would "run and hide and pray…more than and harder than ever in my life, before or since."


"Stonewall" Jackson. Illustration from *Battles and Leaders III*.

Early in May 1863 – 139 years ago – Major General Joseph Hooker struck at General Robert E. Lee's Army of Northern Virginia. (Hooker was the new commander of the Army of the Potomac.) Sue's house stood right between the two armies. In fact, Hooker made her house his headquarters. Sue saw blue-clad couriers "coming and going" all the time and had to put up with the cheerful and very confident Northern officers. That all changed, however, when "Stonewall" Jackson attacked the Union right "flank" (the "end" of the Union army).

The Chancellor house became a hospital and Sue and her mother and sisters were moved into the cellar. Their grand piano became an amputating table and a pile of legs and arms – cut off because they were too damaged to save – grew larger and larger outside one of their windows where doctors had thrown them.

Soon Confederate cannons began to fire on the house and yard. "Such cannonading on all sides, such shrieks and groans, such commotion of all kinds!" Sue exclaimed in her memoir.

GRADE 8
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"We thought that we were frightened before, but this was far beyond everything."

The situation soon got worse. The house caught on fire and a Union general helped them to safety. First however, they had to flee their burning home and dash across the yard. It was littered with dead and wounded soldiers. "The woods around the house were a sheet of fire," wrote Sue. "The air was filled with shot and shell; horses were running, rearing and screaming; the men were amass with confusion, moaning, and praying."

Luckily, the Chancellors made it through their ordeal unhurt. For a time they were put under arrest by Union authorities, but the guards played cards with them and a friendly drummer boy brought them lemonade. The Chancellors were soon released and the family moved to Charlottesville, Virginia, where Sue's mother worked in a Confederate hospital. Sue attended school. Their house had burned to the ground. Like so many other Southern families, they had to start their lives over when the war ended two years later.

Not all Southern children got so close to the fighting or suffered as much as Sue. However, tens of thousands of them did have to leave their homes or quit school. They had to learn to live with less of everything – food, clothing, and toys – than before the war. As her memoir shows us, even children were victims of the Civil War.

Written by James Marten. Originally printed May 1998 in *The Children's Chronicle: A Civil War Newsletter,* edited by George McNamara. Reprinted by permission.

GRADE 8
GRADE 11

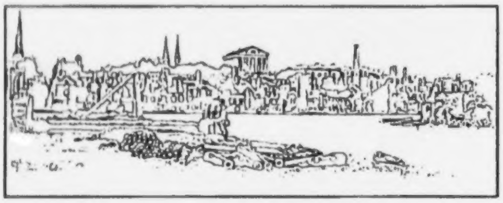
The Diary of Mary Boykin Chesnut

You know how women sell themselves and are sold in marriage from queens downward, eh? You know what the Bible says about slavery and marriage; poor women! poor slaves! (Chesnut Diary, 20). These words were from the diary of Mary Chesnut. Before, during and after the war, Mary described Southern life – including historical facts, impressions of people, gossip, and cutting observations on Confederate society.

✓SOME THINGS TO CONSIDER

What does this comment mean?

Most Southerners hoped that the "new" Confederate government would be different from the old Federal government. It was a chance to start over. Instead, human nature stayed the same. *Everybody who comes here wants an office,* she complained, *and the many who, of course, are disappointed raise a cry of corruption against the few who are successful. I thought we had left all that in Washington* (*Chesnut Diary*, 17).



Ruins of Richmond. From *Battles and Leaders IV*.

She belonged to a wealthy planter family and every detail of the plantation was arranged; so, she had a great amount of spare time (*Glass Ceiling*, 3). In her free time, she read, supported her husband's political ambitions, entertained guests, gossiped, and wrote in her diary.

Both she and her husband had hoped that the secession would be peaceful. When Fort Sumter was fired on, her husband James became an aide to Jefferson Davis. She was familiar with both him and his wife, Varina. Her diary includes some excellent descriptions of the "First Family". Here is an incident when the Chesnuts arrived to see the Davis family: *After a while Mrs. Davis came out and embraced me silently. "It is dreadful," I said. "The enemy is within forty miles of us - only forty!" "Who told you that tale?" said she. "They are within three miles of Richmond!" I went down on my knees like a stone. "You had better be quiet," she said. "The President is ill. Women and children must not add to the trouble." She asked me to stay all night, which I was thankful to do (Chesnut Diary, 246).*

✓SOME THINGS TO CONSIDER

What did Varina Davis mean when she said, *Women and Children must not add to the trouble*? What did this say about Mrs. Davis? About Civil War society? How might Jefferson Davis's frequent illnesses prove problematic for the Confederacy?

Near the end of the war, Varina Davis wrote to Mary, pleading for her to come visit. Mary remembered that Varina wrote about the new baby: *[Her] name so long delayed is Varina Anne. My name is a heritage of woe* (*Chesnut Diary*, 378).

✓SOME THINGS TO CONSIDER

What did Varina mean by this statement?

In contrast to the descriptions of Davis, her memories of how other people saw Abraham Lincoln are often humorous: *Awfully ugly, even grotesque in appearance, the kind who are always at the corner stores, sitting on boxes, whittling sticks, and telling stories as funny as they are vulgar* (*Chesnut Diary*, 19). She was less than sympathetic after Abraham Lincoln was assassinated: *The death of Lincoln I call a warning to tyrants. He will not be the last President put to death in the capital, though he is the first* (*Chesnut Diary*, 380). She was less than pleased with his Emancipation Proclamation.

GRADE 8
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While Mary Chesnut's lifestyle depended on slavery, she had many concerns about the institution. For example, she hated auctions: *South Carolina slave holder as I am, my very soul sickens – it is too dreadful* (*Glass Ceiling*, 4). While she grew up with slaves and respected their ability to work, she thought they were "dirty" and unprofitable (*Glass Ceiling*, 5).

Some Southerners feared that slaves would murder their owners, as in the case of a friend. In another instance, at the beginning of the war, whites were afraid that blacks would join the Union in battle. This fear caused *blacks [to be] lined up and shot by their masters, who did the deed as coldly as they might shoot birds* (*Glass Ceiling*, 6). And yet, former slaves were often faithful to their old masters: *There seems to be not a single case of a negro who betrayed his master, and yet they showed a natural…joy at being free….* (*Chesnut Diary*, 385).

Like many war-time Southerners, she had no special love for the "Yankees" – at hearing about General Lee's surrender, she wrote that *to keep the despised…South…as part of their country, they are willing to enlist millions of men at home and abroad, and to spend billions, and we know they do not love fighting per se, nor spending money* (*Chesnut Diary*, 379).

✓SOME THINGS TO CONSIDER

What does this statement mean? What kind of prejudices does this statement reflect? What kind of prejudices do you think Northern people had about Southern people?

She watched a beautiful and proud new country leveled to ruin. *Now*, she said, *we have burned towns, deserted plantations, sacked villages* (*Chesnut Diary*, 382). Union soldiers destroyed the family plantation – books and personal items were scattered for miles. Mary noted that the Yankee "deliverers" were a disappointment to many blacks. They thought Union soldiers would free them, but, instead, found some Union soldiers were only up to mischief, robbing and destroying property – black and white (*Chesnut Diary*, 397).

After the war, Mary Chesnut and her family were penniless. Many of the family's slaves, who had been freed, had no way to earn a living. Some agreed to stay on the plantation, where they were hired for the 1865 crop season (*Glass Ceiling*, 6). The family managed to recover some of its wealth.

After her husband died, Mary wanted to earn her own income. She took out her old diaries – 48 volumes in all (*Chesnut Diary*, xxi) – and made corrections daily. Today, her diary is a fascinating look at Confederate history – from the eyes of someone who lived through it.

✓SOME THINGS TO CONSIDER

Do you think her published diary was different from her original diary? Do you write things differently when you think other people will see them? What kinds of things might you "cut"?

What current events could you write about? Write about something that has happened in your life recently, and then hide your writing in a safe place. Do you think it will be interesting when you are older?

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Jefferson Davis

More Popular Now than Then?

Do you propose to better the condition of the slave? Not at all…it is not humanity that influences you… you want an unjust system of legislation to promote the industry of the United States at the expense of the people of the South" (*The Civil War*, 16). So said Mississippi Congressman Jefferson Davis in the 1840s. Much of the South agreed. Today, most people assume that the South was solidly behind its president, supporting him in a difficult time of war. Unfortunately, the ill-fated president is probably more highly respected now than he was then.

In *The Lost Cause*, written in 1866, Jefferson Davis receives mixed praise. In one place the author says *[his] pure morals, well-poised manners and distinguished air, were likely to adorn the high station to which he had been raised, and calculated to qualify him, in many striking respects, as the representative of the proud and chivalrous people of the South* (*Lost Cause*, 91).

✓SOME THINGS TO CONSIDER

What does this statement mean?

In other places, the author is very harsh: *His dignity was the mask of a peculiar obstinacy which, stimulated by an intellectual conceit, spurned the counsels of equal minds, and rejected the advice of the intelligent, while it was curiously not inconsistent with a complete subserviency to the smallest and most unworthy of favorites* (*Lost Cause*, 91).

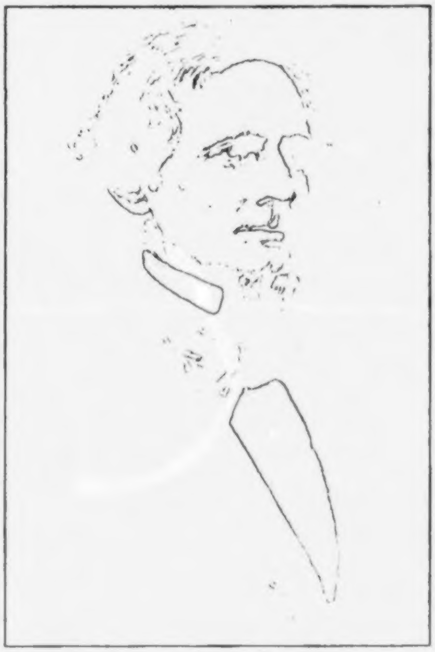
✓SOME THINGS TO CONSIDER

What does *this* statement mean?

Davis and Abraham Lincoln were born within one year and one hundred miles of each other, in Kentucky log cabins (*Civil War I: A Narrative*, 5). Unlike Lincoln, Davis received a good education at private schools. In 1828 he graduated from West Point where he met future generals Leonidas Polk, Joseph E. Johnston, Albert Sidney Johnston, and Robert E. Lee (*Civil War I: A Narrative*, 7). He was not a great student, but he was well liked.

After West Point, he served with Zachary Taylor in the mid-west. He loved the soldier life. Even more, he loved Knox Taylor, the general's 16-year-old daughter. Against her father's wishes, the two married. Only three months later, both contracted malaria; she died, and Davis never looked well again (*Civil War I: A Narrative*, 9).

Davis devoted himself to improving his plantation and to studying. At 36 he became a U.S. Representative and married Varina Howell. At first meeting, Varina was not overly impressed with him. She wrote: *[he] has a way of taking for granted that everybody agrees with him when he expresses an opinion, which offends me, yet he is most agreeable and has a peculiarly sweet voice and a winning manner of asserting himself* (*Civil War I: A Narrative*, 10).



Jefferson Davis. From *Battles and Leaders I*.

GRADE 8
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As a representative he introduced a bill requiring Federal troops to be removed from Federal forts and replaced by state recruits; this attempt failed (*Civil War: A Narrative*, 11). Afterwards, he resigned to fight in the Mexican War where he is credited with great skill in battle.

After the war, Davis became a Senator. He was extremely well spoken and strong-willed. He made some powerful enemies, such as General Winfield Scott, who compared him to Pontius Pilate, and Sam Houston, who called him *ambitious as Lucifer and cold as a lizard* (*Civil War I: A Narrative*, 12-13). He *did* earn the reputation as a fine spokesperson for states rights and the Southern way of life. He could be charming and persuasive.

In 1853, he became Franklin Pierce's Secretary of War (*Civil War I: A Narrative*, 14). He was very much against secession at first (even though, legally, he felt states had the right to do so). He knew that if Lincoln were elected, the South would be forced to renounce slavery. This would hurt the South because its economy needed slavery. Some of his works include the Gadsden Purchase (buying land in future New Mexico and Arizona) and a stronger military. He also pushed to extend slavery across the US and wanted to annex land in Cuba and Mexico (*Civil War I: A Narrative*, 15).

✓ SOME THINGS TO CONSIDER

Why might Davis not be pleased to be the Confederacy's first President?

Until January 1861, when Mississippi seceded from the Union, Davis was a member of the U.S. Congress. On February 10th, he received a telegram stating that he had been elected President of the Confederate States of America! Varina Davis later said that her husband spoke of it *as a man might speak of a sentence of death* (*Civil War I: A Narrative*, 17).

Author Shelby Foote has described him as *a flayed man in a sandstorm* – every bit of criticism hurt his pride (*Civil War I: A Narrative*, 123). He appeared to be tough and cold on the outside. Yet, when he came home at night, his wife had to comfort a man who was falling apart from worry (*Civil War I: A Narrative*, 127). Jefferson Davis had a huge job to perform. He had to lead a fledgling nation in time of war – a nation that had to be created piece by piece, and quickly! He was also a public symbol who had to promote the cause of the Confederacy worldwide and create confidence in the Southern people. In short, the task was almost impossible for one man to do. And yet, he often *did* try to do it all himself.

Desperate times led to desperate measures, and at one point, Davis supported arming slaves to defend the Confederacy. He enacted the draft and suspended *habeas corpus* – something he had criticized Abraham Lincoln for having done. Near the end of the war, one War Department official stated that he felt both the President and Vice President should resign (*Civil War: Appomattox*, 767) because the people had no confidence in him. Others felt that Davis was not giving enough authority to General Robert E. Lee.

After Lee's surrender, Davis was captured near Irwinville, Georgia on May 10, 1865. He was taken to Fortress Monroe and imprisoned for two years. He was in shackles until there was a huge outcry because of his bad health – worsened by the years of worry. Soon after the assassination of Abraham Lincoln, Davis was investigated under the belief that he had been involved somehow. This charge was later dropped. In 1866, he was indicted for treason and wasn't released on bail until 1867. He was never prosecuted. Later in life he became the president of a life insurance company.

✓ SOME THINGS TO CONSIDER

What are the dangers of "trying to do it all yourself"? Why do people do this?

When the war went well, people liked him. When it didn't, people hated him. Does this sound familiar? Have things changed in politics today? Why or why not?

What problems would there be in prosecuting Davis for treason?

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After the war, as Southerners tried to accept what appeared to be a humiliating reconciliation, Davis became a symbol of the good fight, or, the lost cause. He spoke at various veterans' memorials and ceremonies. Usually, he was accepted with applause and respect.

He was, however, a "man without a country." The Confederacy had failed, and he was not allowed to become a citizen of the United States. It wasn't until the 1970s that the administration of Jimmy Carter restored his citizenship (*Civil War Curiosities*, cover).

When Davis was 81 years old, he contracted bronchitis and a relapse of the malaria that had almost killed him fifty years earlier (*Civil War: Appomattox*, 1058). His wife attempted to give him a spoonful of medicine when he started to have violent chills. He responded with his last words: *Pray excuse me. I cannot take it* (*Civil War: Appomattox*, 1059). His body lay in state at the City Hall in New Orleans, where over 100,000 people came to view him (*Civil War: Appomattox*, 1059).

✓SOME THINGS TO CONSIDER

After death, Davis became a symbol of the Confederate cause. Can you think of any other public figures who became symbols after they died? Who?

George Dixon and the H.L. Hunley

The Confederacy Had Submarines?

GRADE 8
GRADE 11

Inside a tube four feet tall and three-and-one-half foot wide, seven men sat on a narrow bench and cranked a heavy iron propeller. They had great faith in their mission and their leader: Confederate Lieutenant George Dixon. It didn't matter that two previous missions – and thirteen men – had already died (*National Geographic*, 86-90).

After all, George Dixon was incredibly lucky. Before he joined the Confederate army, his sweetheart, Queenie Bennett, gave him a $20 gold piece. Fortunately, he kept the coin in his pocket. His regiment fought at the battle of Shiloh in April 1862. A minie? ball struck him – and hit the coin instead of his leg! The coin was bent, but George saved his limb. George kept the lucky gold coin and had it engraved: *My Life Preserver G.E.D* (*Dixon's Coin Found*, 1).

✓SOME THINGS TO CONSIDER

Using what you know about Civil War wounds, if George Dixon had been hit in the leg, near the hip joint, what would his chance of survival be?

On February 17, 1864, he was still carrying the coin when he went on his most dangerous mission yet, commanding the submarine *H.L. Hunley*. He had helped design the vessel and pleaded with General P.G.T. Beauregard for the honor of commanding this mission – using new technology to break the Union Navy's blockade of Southern ports. The South needed supplies of every kind – and the situation in Charleston, South Carolina, was especially bad (*National Geographic*, 84). The mission was risky, but, if it succeeded, the rewards would be huge.

The plan was for the *H.L. Hunley* to sneak up on the U.S.S. *Housatonic*, "ram" it with a torpedo (or mine), and back away, pulling a cord that would cause the mine to blow up once the *H.L. Hunley* was far enough away. At 8:45 PM, the *Housatonic* noticed what appeared to be a porpoise near the ship. Too late, they realized it was the Confederacy's "infernal machine" (*National Geographic*, 84). The plan worked.

At 9:25 PM, Confederates on Sullivan's Island noticed a signal from the Hunley – a blue light that meant they were coming home (National Geographic, 100). That was the last anyone ever saw of the *H.L. Hunley*. Sixteen-year-old Queenie Bennett waited for her sweetheart to come home, and never had the chance to say goodbye.

Today, no one knows why the *H.L. Hunley* sank, killing all eight of its crewmembers. We don't even know the names of all the men. But, ironically, the ill-fated vessel is once again using "high science" in another war 138 years later. This time, the year is 2002 and the war is against terrorism.

The *H.L. Hunley* was raised from the ocean floor in August 2000 – only a few thousand feet from where the *Housatonic* was sunk. Researchers knew that all eight crewmembers – and their belongings, which could identify them – would still be inside the vessel. But the submarine was filled with silt (fine, muddy dirt) and packed in sand. How do you find anything in this mess?

✓SOME THINGS TO CONSIDER

Go to your library and find the July 2002 issue of *National Geographic*. Look at the diagram on pages 92-93. How is the *H.L. Hunley* revolutionary for its time?

How is the statement on Dixon's gold coin, *My Life Preserver*, ironic?

GRADE 8
GRADE 11

✓SOME THINGS TO CONSIDER

Many people believe that a sunken ship (or submarine) is actually a cemetery – the final resting place of people who died at sea. As such, they don't feel that sunken vessels should be raised. Do you agree? Why or why not? (Think about the *Titanic*.)

✓SOME THINGS TO CONSIDER

Sometimes a person will "give their body to science" - or, allow doctors and scientists the opportunity to experiment on their remains. Why is this a brave thing to do?

Archaeologists wanted to x-ray the submarine to find the crewmembers' remains. At the same time, they were afraid that x-rays would harm DNA – the body's genetic code – potentially wiping out a last chance of identifying the crewmembers (*Hunley Research*, 1). This was very important, as several of the skeletons still contained brain tissue (*National Geographic*, 97). Scientists "practiced" on human remains that had been donated to science and found out that there was very little damage to DNA (*Hunley Research*, 1).

Unfortunately, all the wet sand in and around the *Hunley*, and the iron of the ship itself, didn't let x-rays get to the people inside. The good news is that we wouldn't have known that x-rays don't harm DNA unless the *H.L. Hunley* had caused scientists and historians to work together to solve a problem. And, x-rays may have some important new uses in the near future.

For example, in a large disaster like at the Pentagon or World Trade Center after September 11, 2001, searchers could x-ray debris to find out what's inside. Since x-rays won't damage human remains, DNA could still be used to identify bodies (*Hunley Research*, 2). (However, let's pray that there are no more tragedies like these.) The medical community could also benefit from *Hunley* research. If there would be a biological attack, bodies could be "sterilized" so health care workers wouldn't get sick (*Hunley Research*, 2).

The crewmembers of the *H.L. Hunley* left behind grieving wives, mothers, and sweethearts. Finally, sometime in 2003, these eight unfortunates will be laid to rest.

William Charles Henry Reeder

GRADE 8
GRADE 11

William Reeder was born on November 3, 1839, at Massilon, Ohio. His family moved to Peru, Indiana in 1854. There he became a cabinetmaker. He enlisted at Lafayette, Indiana, on July 22, 1861, as a corporal in Company A, 20th Indiana Infantry Regiment.

He was 5 feet, 7 1/2 inches tall with a light complexion, blue eyes, and light hair. He and his comrades remained in camp for several months before receiving weapons or uniforms.

They served in North Carolina until the regiment moved to Virginia, becoming part of the Union Army of the Potomac. On June 25, 1862, at the Battle of Oak Grove (or Crab Orchard), Reeder was wounded. He was hit in the right hip and on the inside of the left leg above the knee by a shell fragment. Reeder was taken to a hospital in Washington, D. C. After his recovery, he remained at the hospital as a cook until April 1863.

He was demoted to private while absent from his regiment. Reeder returned to active duty in May 1863. He refused to re-enlist for another three-year term because he opposed the Emancipation Proclamation and the enlistment of blacks as soldiers.

After Oak Grove, his regiment fought in the following campaigns and battles:

Seven Days, June 25-July 1, 1862
Chantilly, September 1, 1862
Chancellorsville, May 1-5, 1863
Kelly's Ford, November 7, 1863
Wilderness, May 5-7, 1864
North Anna, May 23-26, 1864
Petersburg, June 16-18, 1864
Deep Bottom, July 28-29 and Aug. 14-18, 1864
Peebles' Farm, September 29-October 2, 1864
Hicksford Raid, December 7-12, 1864
Vaughan Road, March 29, 1865
Second Manassas, August 29-30, 1862
Fredericksburg, December 13, 1862
Gettysburg, July 1-3, 1863
Mine Run, November 26-December 2, 1863
Spotsylvania, May 8-20, 1864
Cold Harbor, June 1-3, 1864
Jerusalem Plank Road, June 22-23, 1864
Reams' Station, August 25, 1864
Burgess' Mill, October 27, 1864
Hatcher's Run, February 5-7, 1865
Sailor's Creek, April 6, 1865

The regiment was present at Appomattox Court House when General Robert E. Lee surrendered the Army of Northern Virginia on April 9, 1865. It was mustered out of service on July 12, 1865.

After his discharge from the army on July 22, 1864, Reeder returned to Peru and worked as a

✓SOME THINGS TO CONSIDER

When did Reeder enlist? When was he wounded? When did he return to battle? When was he discharged from the service?

When Reeder was wounded, which battles did he miss? Which battles did he fight in? Which of these sites did CWPT help to preserve? (Visit *www.civilwar.org/accomplishments.htm* for help.) What conclusions can you make about the 20th Indiana, Co. A?

Why do you think Reeder opposed the use of black soldiers? Does his refusal to reenlist surprise you? Why or why not?

GRADE 8
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cabinetmaker. He married Agnes Catherine Weist on October 21, 1869, in Huntington, Indiana, and they had seven children. Agnes died in 1902. In 1904 he married Martha Weist. He died in Peru (Indiana) on October 5, 1932. You can read his wartime letters by contacting the United States Army Military History Institute at Carlisle Barracks, Pennsylvania.

Valerius Cincinnatus Giles

GRADE 8
GRADE 11

Valerius Cincinnatus Giles was born on January 26, 1842, in Shelby County, Tennessee. In 1849 his family moved to a farm near Austin, Texas. He had little formal education, but he loved to read.

He enlisted as a private in the "Tom Green Rifles," which was mustered into Confederate service on July 11, 1861, at Camp Clark, Texas. The company traveled to Richmond, Virginia, where it became Company B, 4th Texas Infantry Regiment. That unit was part of General John Bell Hood's famous Texas Brigade of the Confederate Army of Northern Virginia.

At the Battle of Gaines' Mill, in June 1862, he received a slight wound in the spine but was able to return to duty by July 8. He was promoted twice.

He was captured in October 1863 in an engagement at Wauhatchie, Tennessee. Giles was imprisoned at Camp Morton, at Indianapolis, Indiana. He recalled later, "Little adventures, scenes, and faces pass before me now and then like some half-forgotten dream, but old Camp Morton stands out before me in all its vivid horror like a great ferocious monster."

On November 8, 1864, he and a comrade escaped from the Pest (Small Pox) Hospital at the prison. Giles made his way to northern Kentucky and joined a force commanded by Major Walker Taylor, who was there recruiting men for the Confederate army. He fought with Taylor until the end of the war. Giles received his final parole at Louisville on April 28, 1865.

The 4th Texas Infantry Regiment fought in the following engagements:

Eltham's Landing, May 7, 1862
Gaines' Mill, June 27, 1862
Sharpsburg, September 17, 1862
Suffolk Campaign, April 11-May 4, 1863
Chickamauga, September 19-20, 1863
Knoxville Campaign, November 17-December 5, 1863
Spotsylvania, May 8-20, 1864
Cold Harbor, June 3, 1864
Seven Pines, May 31-June 1, 1862
Second Manassas, Aug. 29-30, 1862
Fredericksburg, December 13, 1862
Gettysburg, July 1-3, 1863
Wauhatchie, October 28-29, 1863
Wilderness, May 5-7, 1864
North Anna, May 23-25, 1864
Richmond Campaign, June 1864-April 1865.

The remnants of the regiment surrendered at Appomattox Court House on April 9, 1865.

After the war, Giles worked in the General Land Office in Austin. He married Lou Barnhart in 1873, and they had two children. In August 1879, General Hood died of yellow fever. With other comrades, Giles helped find homes for Hood's orphaned children. He began writing his memoirs and wrote articles for Texas newspapers about his wartime experiences.

Giles died in Austin on January 31, 1915. His story is found in *Rags and Hope: The Memoirs of Val C. Giles, Four Years with Hood's Brigade, Fourth Texas Infantry, 1861-1865.*

✓SOME THINGS TO CONSIDER

How was Giles loyal to his former commander after the war? What does this say about his character?

GRADE 8
GRADE 11

Harriet Tubman

If you think Moses was a man from the Bible, and a railroad conductor operates trains, Harriet Tubman has you fooled.

Conductor on the Underground Railroad, Harriet Tubman. Courtesy of the Library of Congress, LOT 5910 LC-USZ62-7816

It is dark, and the water is cold as it encircles your legs and seeps through your thin and ragged clothes. You keep going, silently, hoping you make it safely to the other side where freedom awaits. What would it feel like to be free? Every time you try to grasp the faraway dream, it slips through your fingers like a cloud on a sunny day.

Suddenly, you hear dogs yelping in the distance. Terrified, you wonder - did they pick up our scent? Are they on our trail? As the fear rises in your throat, you search for the calm eyes of Moses. She will know what to do, you assure yourself. She is a legend throughout the slave South. She risks her life to save the lives of others, because a life in bondage is no life at all.

Before the Civil War, Harriet Tubman smuggled slaves to freedom in Canada on a secret trail known as the Underground Railroad. She had escaped slavery herself. Born Araminta Ross on a Maryland plantation in the 1820's, Harriet slaved as a field hand, scrubwoman, cook, and house servant (*Amazing Women of the Civil War*, 37). One day, after a beating for stealing a lump of sugar, Harriet hid among the plantation's pigs for five days, eating slop.

✓SOME THINGS TO CONSIDER

Narcolepsy causes a person to fall asleep suddenly, usually for short periods of time. If you had narcolepsy, how would your life change?

John Stewart seems to have been a kind man, but what is still wrong with this picture of slavery?

In 1835, Harriet stood between an overseer and a runaway slave who was being beaten. The overseer threw a two-pound lead weight at the runaway slave, but it hit Harriet in the head. She was in a coma for a long time and never fully recovered from the head injury. Harriet suffered from spells of narcolepsy for the rest of her life (*Amazing Women of the Civil War*, 38).

Harriet was hired out to a local builder named John Stewart, who grew to like and trust her. He allowed her to hire herself out to other plantations when there was little to do on his farm. She paid Stewart $50 each year and then was allowed to keep the rest of the money. In 1844, Stewart gave Harriet permission to marry a free man named John Tubman (*Amazing Women of the Civil War*, 40).

✓SOME THINGS TO CONSIDER

What do you know about John Brown at Harper's Ferry? How might history be different if she had gone along? Do you think the raid might have worked? Why or why not? What might have happened if she were killed at Harper's Ferry?

One evening, in 1849, Harriet escaped. She was barefoot and had only a little food tied in a kerchief. Her father had taught her how to survive in the woods and how to tell which way was north. To do this she followed the North Star at night and looked for the moss on the sides of trees during the day. Fearing slave catchers and their dogs, Harriet waded in the Choptank River to hide her scent. She remembered the advice of a Quaker woman who had told her to *follow the Choptank 40 miles to its beginning. Then follow the road to Camden, and look for a white house with green shutters. A conductor will help you there* (*Amazing Women of the Civil War*, 40).

Harriet helped many other slaves escape to freedom, going by the name of Moses, taken from the song that slaves sang,

> *Go down, Moses, Way down in Egypt land*
> *Tell old Pharaoh, Let my people go…*
> — *Amazing Women of the Civil War*, page. 41.

Because of the Fugitive Slave Act, Harriet was forced to live in Canada. There, she met with John Brown. Harriet believed in Brown and advised him so well that he called her *General Tubman* (*Amazing Women of the Civil War*, 42). Harriet became ill suddenly – otherwise, she might have been at Harper's Ferry.

Harriet rescued many slaves that had escaped to the north from slave catchers. In New York, she and a band of friends rescued Charles Nalle from slave catchers while shouting, *Drown him rather than let them have him* (*Amazing Women of the Civil War*, 43). Harriet rescued her sister and two of her children from a prison in Maryland, and she rescued the rest of her family from slavery.

When the Federals marched through the South, many slaves were freed. Harriet went to South Carolina in 1862, where she helped to feed and teach them. From there, Harriet worked in a military hospital in Florida. In December of 1862, she returned to South Carolina to help her friend, Colonel Thomas Higginson, recruit black soldiers (*Amazing Women of the Civil War*, 44).

In 1863, Harriet worked for the Union as a spy. By summer, General David Hunter asked Harriet to help Colonel James Montgomery pull up Confederate torpedo mines in the Combahee River. They were also ordered to destroy railroads and bridges supplying the Confederates and to free slaves. On June 2, one hundred and fifty black soldiers destroyed cotton and homes of secessionists, freeing 756 black prisoners (*Amazing Women of the Civil War*, 44).

Next year, Harriet helped Union guerrilla activities. In 1864, she traveled to Washington to work as a nurse in the U.S. Sanitary Commission until the end of the war. Harriet was granted a pension in 1890. She bought land that was used to build a nice home for poor blacks. She retired there and died on March 10, 1913. In 1982, the Smithsonian Institution honored her as *the only American woman ever to plan and lead a military raid* (*Amazing Women of the Civil War*, 46).

GRADE 8
GRADE 11

✓SOME THINGS TO CONSIDER

Why did she say *Drown him rather than let [the slave catchers] have him*?

✓SOME THINGS TO CONSIDER

Was it unusual for Civil War-era men to ask a woman to do such a dangerous job? Why do you think General Hunter used Harriet?

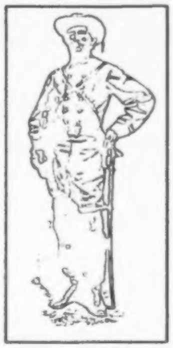
-Mines were a fairly new weapon of war in the 1860s. They are still being used today. What are some of the dangers in using mines?

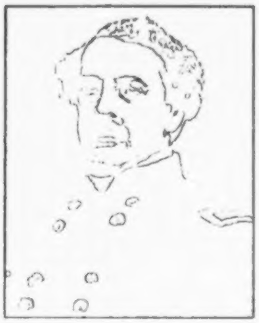
✓SOME THINGS TO CONSIDER

What is "guerrilla" warfare? What is the U.S. Sanitary Commission? Harriet worked in a variety of tasks. What does this say about her personality and skills?

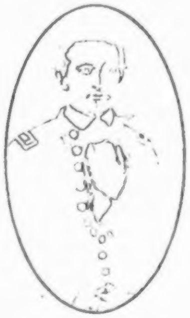
GRADE 8
GRADE 11

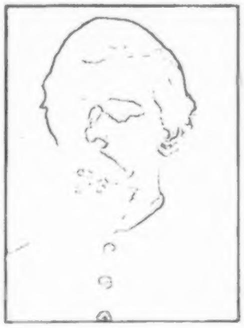
Here are a few Civil War personalities for students to research on their own. *They are in no particular order. Obviously, many, many names are left out. Use your creativity, your interests, and your students' interests to find more names. Rather than doing a book report or writing assignment, you may want to encourage kids to write poems, draw posters, perform skits, write letters, etc. Keep in mind that,* ***sometimes the "oddball" facts of information and strange details are what cause a kid to be "turned on" to history.*** *And, while many students may want to do a report on Robert E. Lee, there is* ***so much information*** *about him that this assignment may be difficult for a student who may be struggling. If you feel like giving your students a challenge, just give them a "tidbit" of really juicy information and have them find out which person you're talking about. (For example, who was called "Old Fuss and Feathers"? Who rode with Quantrill and became a bank robber?)*


John Singleton Mosby. From *Battles and Leaders III.*


Abner Doubleday: Did he really "invent" baseball? From *Battles and Leaders III.*

William Tecumseh "Cump" Sherman
Rose O'Neal Greenhow
Gen. James Terrill, CSA, and Gen. William Terrill, USA
Louisa May Alcott
Ulysses Simpson Grant (Why was he called "The Butcher"?)
Robert E. Lee (Why was he called "the King of Spades"?)
James Ewell Brown "Jeb" Stuart
Thomas Jonathan "Stonewall" Jackson
Joshua Lawrence Chamberlain
Walt Whitman
Clement Vallandigham (The Man Without a Country)
Mathew Brady (Did he really take all those pictures?)
William Quantrill
Dr. Samuel Mudd (Was he really guilty? Was his treatment fair?)
Jesse James
George Armstrong Custer
Carrie Berry
John Singleton Mosby
Sam R. Watkins, 1st Tennessee (*Co. Aytch*)
John D. Billings, 10th Massachusetts Battery (*Hardtack and Coffee*)
George McClellan
Alfred Bellard, 5th New Jersey (*Gone for a Soldier*)
Stand Watie
Winfield "Old Fuss and Feathers" Scott
Jubal Early
John Brown
Mary Bickerdyke
Frederick Douglass
Benjamin Butler
Cochise
David Glasgow Farragut
Nathan Bedford Forrest
Mary Surratt
John Wilkes Booth
Henry Wirz
James Longstreet
Daniel Sickles (including the "lost leg" and his insanity defense in a murder)


Who is this young man? From *Battles and Leaders I.*


William Terrill, USA, killed at Perryville. From *Battles and Leaders III.*

Supplement:

Why Soldiers Fought

Why The Soldiers Fought

The Civil War's Common Soldier, National Park Civil War Series, James I. Robertson, Jr., Eastern National, 1994.

The Civil War's Black Soldiers, National Park Civil War Series, Joseph Glatthaar, Eastern National Park and Monument Association, 1996.

Common Soldier, The Museum of the Confederacy, A Teacher's Resource Packet, Exploring the Life of the Common Soldier Using Primary Sources, The Common Soldier.

War, Terrible War, The Children's War Voice Card, Document Packet, Lesson 16, Library of Congress.

What They Fought For 1861-1865, James M. McPherson, Anchor Books, A division of Random House, Inc., New York, 1994.

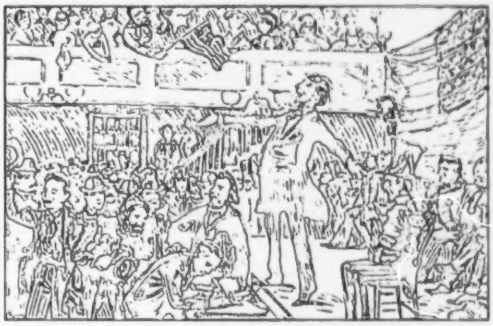
"The Common Soldier of the Civil War". Civil War Times Illustrated. Historical Times, Inc., Gettysburg, PA: 1973. Text by Bell I. Wiley.

WHY DID THEY FIGHT?

✓SOME THINGS TO CONSIDER

You already know what the ***official*** war aims were, but why did the ***common soldier*** fight? The best way to discover what they were thinking and feeling as the war was actually happening is to take a peek at their private letters and diaries. So, that's what we will do.

Adventure


The war meeting. From *Hardtack and Coffee.*

Imagine that you live in a small rural community and have never traveled anywhere. Doesn't a short war sound like an exciting adventure? You'll return a hero! Just think ... ***you'll get the chance to leave your dreary little town*** and do something different than attend school, complete your back-breaking chores on the farm, or go to your boring job at a factory. You'll be able to travel to new places and meet new people. On top of all this, you'll get to fight, and what do boys like to do more than fight?

One soldier noted that after the firing at Fort Sumter, *the roaring flags and the brass bands and the chest-thumping orators put a gloss of romance over everything* (*Museum of the Confederacy*).

One morning there was great excitement at the report that we were going to be sent to the front... Our mothers—God Bless them! —brought us something good to eat— pies, cakes, doughnuts, and jellies. One old lady brought her son an umbrella... Handkerchiefs were waved at us from all the houses we passed; we cheered till we were hoarse (*Battles and Leaders I*).

Peer Pressure, Manhood, and Impressing the Girls

Imagine that you live in a small town, and all of your male friends are enlisting; are you going to stay at home when *everyone is volunteering to fight*? (***But mom, everybody's doing it!***) There was also the pressure of knowing that ***real men* enlist**; you want to prove that you are a manly man, right? If you don't want to embarrass yourself and be shunned by all the young ladies in town, you'll have to enlist. (**You don't want that cute girl down the street to think you're a sissy.**) Besides, the whole community is encouraging you to volunteer; it's **the patriotic thing to do**. Everywhere you turn, you hear angry, emotional, and patriotic speeches and songs. Everywhere you look, you see recruitment broadsides and patriotic slogans. The town is in frenzy, and you are certain to be swept up in it.

Southerners discussing the situation. From *Hardtack and Coffee.*

WHY DID THEY FIGHT?

The onset of war resulted in an outcry for volunteers in both the North and the South. Newspaper advertisements, enlistment posters, and speakers at public rallies called on young men to join up and add their names to the roster. Bands playing "Dixie" and "The Battle Cry of Freedom" as well as orators spouting poetry and patriotic slogans helped to heighten the enlistment fervor. Women sang the praises of those who enlisted and pressured others to do so by sending young men gifts of petticoats labeled 'Volunteer or Wear This' (*Museum of the Confederacy*, 1).

Confederate soldier: *One was a mere boy [in 1861] and carried away by boyish enthusiasm. I was tormented by a feverish anxiety before I joined my regiment for fear the fighting would be over before I got into it* (*Common Soldier*, 2).

Money

Most likely referring to bounty men and substitutes, a Massachusetts corporal, wrote a letter to his mother: *Mother if all our army felt as I feel when I go into battle, the war would soon be over but I am sorry to say that we have got too many in the army that are not fighting for there country but for money and all they think of when they go into battle is how to...skulk behind the first stump...[and] keep out of danger.* The soldier was killed shortly after he wrote the letter (*What they Fought For*, 38).

Confederate:

Freedom from Northern Oppression
Identification with the Revolutionary War

If you lived in **Florida**, how would you feel if people in **Oregon** decided you were no longer allowed to read books or attend school? Many Southerners were fiercely loyal to their homeland – the place of their birth. They thought the North was trying to prevent them from exercising the most basic rights guaranteed in the Constitution. They felt the prosperous North was trying to make them poor and powerless. A Southern soldier reminded his cousin, who was fighting for the Union *We are fighting for the Constitution that our forefathers made, and not as old Abe would have it* (*Common Soldier of the Civil War*, 19). Another "Rebel" soldier was moved to write *I prefer death to Yankee rule* (*What they Fought For*, 12).

"Lone Star" painting of the Battle of Antietam. From the collection of Don Troiani www.historicalartprints.com

A Texas cavalryman wrote that as their forefathers had rebelled against England to create **Liberty** *and freedom in this western world...so we dissolved our alliance with this oppressive foe and are now enlisted in 'The Holy Cause of Liberty and Independence' again* (*What they Fought For*, 9).

In a letter to his father, a rich Baltimore merchant, the son who had gone against his family's wishes and enlisted in the 44th Virginia wrote that he considered the war *a struggle between Liberty on one side, and Tyranny on the other*, leading him to *espouse the holy cause of Southern freedom* (*What they Fought For*, 11). He died three months later at Chancellorsville.

Union:

Maintain a Democracy for Future Generations Promote Worldwide Freedom

Many Northerners were horrified that anyone would leave the Union. After all, a democracy is and was a precious thing. Letting the Union "fall apart" would be a disgrace to the very men who fought to create it. One soldier told his parents *I am very anxious to get into action … for the protection of the old Union that has given me and my Father our liberties and has made America the greatest nation in the world* (*Common Soldier of the Civil War*, 17).

From Battles and Leaders I.

Religious duty was on the mind of a New Jersey officer who declared that *We will be held responsible before God if we don't do our part in helping to transmit this boon of civil and religious liberty down to succeeding generations* (*What they Fought For*, 28).

A 40-year-old Ohio corporal, born in England, wrote his wife in 1864: *If I do get hurt I want you to remember that it will be not only for my Country and my Children but for Liberty all over the World that I risked my life, for if Liberty should be crushed here, what hope would there be for the cause of Human Progress anywhere else* (*What they Fought For*, 31)*?*

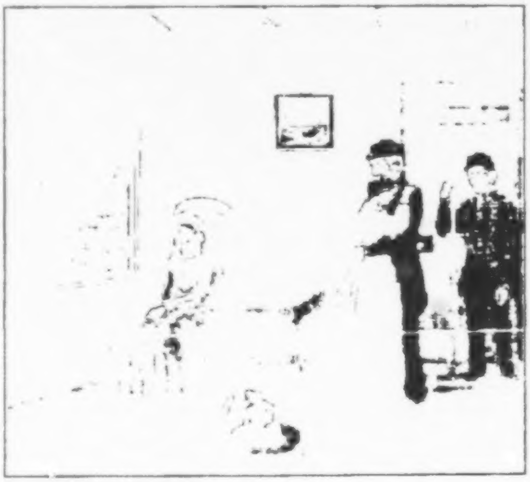
Sometimes the very young enlisted to fight – against parental wishes. This Iowa soldier told his parents *I did not ask the consent of you and Ma in my yesterday's letter as to whether you would be willing to have me volunteer and I don't propose to do it now. I take it for granted I am doing right and that when my Country needs my services to protect her flag … my parents will be the last ones to object to my enlisting* (*Common Soldier of the Civil War*, 17).

Union and Confederate:

Love of Country vs. Love of Family

Many soldiers on both sides left wives behind, forced to care for the house, farm, and children on their own. Sometimes it was hard for these women to understand why their loved ones left, and they felt very alone. One Ohio soldier reminded his wife to *bear your trouble with good cheer…. It only gives another trouble on my mind to know that you are so discontented. … If you esteem me with a true woman's love you will not ask me to disgrace myself by deserting the flag of our Union a flag that is as dear as life to me … (What they Fought For,* 29).

Another soldier wrote that *No one loves wife or family more than I. Yet my country has claims upon me strong as that of home or family* (*What they Fought For*, 33). Another wrote to his mother saying his duties were *first my God, second my country, third my mother. Oh my country, how my heart bleeds for your welfare. If this poor life of mine could save you, how willingly would I make that sacrifice (What they Fought For,* 33).

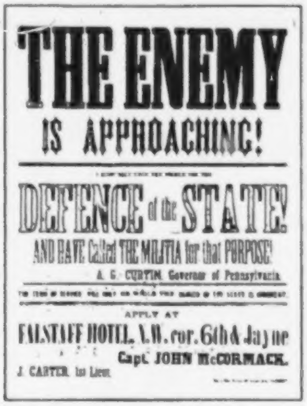


"Off to the Front" unknown artist. West Point Museum Collection United States Military Academy

WHY DID THEY FIGHT?

Confederate:

Defense of Home Against an Invading Enemy
Protection of Property
Defense of Southern Womanhood


THE ENEMY

IS APPROACHING!

DEFENCE of the STATE!

AND HAVE Called THE MILITIA for that PURPOSE!

A. G. CURTIN, Governor of Pennsylvania.

APPLY AT

FALSTAFF HOTEL, N.W. cor. 6th & Jayne

Capt. JOHN McCORMACK.

J. CARTER, 1st Lieut.

"The Enemy is Approaching!" recruitment broadside for the state of Pennsylvania. Courtesy, American Antiquarian Society"

It seems that almost every day, if we watch the news, we see horrible images of war-torn countries. Mothers watch helplessly as their children are murdered. Husbands watch helplessly as their homes are burned to the ground. Children cling to dead mothers and cry. Most Southerners, like Northerners, didn't want the conflict over slavery and states rights to come to bloodshed. But it did. And when it did, there was a very real sense of fear. What if the invading Yankee masses – every day being described as more and more vicious and immoral – reaches *MY* home? Other people fought for ideals and vague political thoughts, but others, in the words of this Texas private writing in 1864, fought *for matters real and tangible...our property and our homes* (*What they Fought For*, 18).

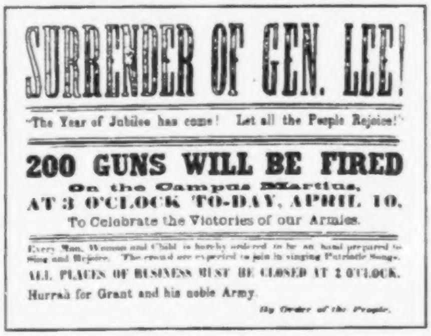
If you think you've heard it all when it comes to name-calling, check out what Southern soldiers called the Yankees in the first few months of war: *[Our cause is] a glorious mission...to defend our homes from the spoiler, [the] vile and inhuman wretches, the fiendish vandals, [from] hordes of Northern Hessians, [to raise arms] in defense of innocent girls & women from the fangs of lecherous Northern hirelings; defiance to the Vandal hordes, who would desecrate and pollute our Southern Soil* (*What they Fought For*, 19-20).

A colonel from North Carolina asked: *Do you suppose we are going to submit to see our wives etc. insulted for all future by brutes they would send among us? So long as we have such wives, mothers, and sisters to fight for so long will this struggle continue...* (*What they Fought For*, 20).

Union:

Maintenance of Law and Order

What would happen if states left the Union every time there was a disagreement? How long would there be a Union? Many soldiers wrote that they *were fighting for the maintenance of law and order, to assert the strength and dignity of the government* against the threat of *dissolution, anarchy, and ruin* (*What they Fought For*, 32).


SURRENDER OF GEN. LEE!

"The Year of Jubilee has come! Let all the People Rejoice!"

200 GUNS WILL BE FIRED

On the Campus Martius,

AT 3 O'CLOCK TO-DAY, APRIL 10,

To Celebrate the Victories of our Armies.

ALL PLACES OF BUSINESS MUST BE CLOSED AT 2 O'CLOCK.

Hurrah for Grant and his noble Army.

By Order of the People.

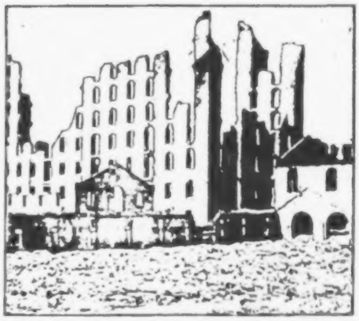
"Surrender of Gen. Lee!" broadside Courtesy of the Burton Historical Collection, Detroit Public Library

Sometimes the arguments were abstract, and sometimes they were concrete. For example, a New York lieutenant and an Iowa colonel came to the conclusion that *constitutional liberty cannot survive the loss of unity in the government* (*What they Fought For*, 32). On the other hand, an Ohio private who had been a blacksmith and miller wrote that he fought for the *cause of the constitution and law. Admit the right of the seceding states to break up the Union at pleasure...and how long will it be before the new confederacies created by the first disruption shall be resolved into still smaller fragments and the continent become a vast theater of civil war, military license, anarchy and despotism? Better settle it at whatever cost and settle it forever* (*What they Fought For*, 33).

Confederate:

Desire for Revenge

Unfortunately, William Tecumseh Sherman said it best when he stated, *war is hell.* You can't have a war without loss of life and destruction of property. And, unfortunately, Southerners saw destruction right in their backyards. Who was to blame? According to a Mississippi sergeant, *I joyfully embrace [the soldier life] as a means of repelling a dastardly, plundering, oppressive, and cowardly foe from our homes and borders.... And cheerfully I determine never to lay down my rifle as long as a Yankee remains on Southern soil.... Mother I am getting to hate the Yankees in earnest* (*What they Fought For*, 21).



Ruins of Richmond, 1865. Courtesy of the Library of Congress. LC-B811-3234

The Shenandoah Valley of Virginia was especially hard hit. A farmer in the 10th Virginia Cavalry promised *to fight them to the last...I will kill them as long as I live even if peace is made I never will get done with them* (*What they Fought For*, 20). He saw so much destruction that the war was "personal".

This hatred was passed down from soldier to the next generation. A Texas captain instructed his wife to teach his children *a bitter and unrelenting hatred to the Yankee race [who] have invaded our country and devastated it...[and] murdered our best citizens.... If any luckless Yank should unfortunately come into my way he need not petition for mercy. If he does I'le give him lead if he ask for bread.... [I intend] to Massacre the last one of them that ever has or may hereafter place his unhallowed feet upon the soil of our sunny South* (*What they Fought For*, 21).

Union:

Revenge for the Killing of Comrades
Punishment for Treason

Many Confederates were angry that their homeland was being devastated, but just as many Federals were angry that the "Rebels" had, in their opinion, caused the war to begin with. South Carolina was especially guilty, in their eyes. An Ohio infantryman wrote that *no man ever looked forward to any event with more joy than did our boys to have a chance to meet the sons of the mother of traitors 'South Carolina.'* Another Ohio soldier said *If you hear any condemning us for what we have done, tell them for me and for Sherman's Army, that "we found here the authors of all the calamities that have befallen this nation...and that their punishment is light when compared with what justice demanded."* (*What they Fought For*, 41).

Revenge for "starting the war" was one thing, but revenge for the killing of fellow soldiers and friends was another thing. The incident at Fort Pillow (in which surrendering African American soldiers were shot anyway, sometimes in the back, sometimes unarmed) was especially disturbing. While there really wasn't "equality" in the army, many soldiers did respect that African Americans were fighting the same fight, in the same uniform. For example, a Wisconsin soldier told his fiancée that when his regiment charged Confederate works at Resaca, *twenty-three of the rebs surrendered but the boys asked them if they remembered Fort Pillow and killed all of them. When there is no officer with us, we take no prisoners.... We want revenge for our brother soldiers and will have it.... Some of the [rebels] say they will fight as long as there is one of them left. We tell them that is what we want. We want to kill them all off and cleanse the country* (*What they Fought For*, 40).

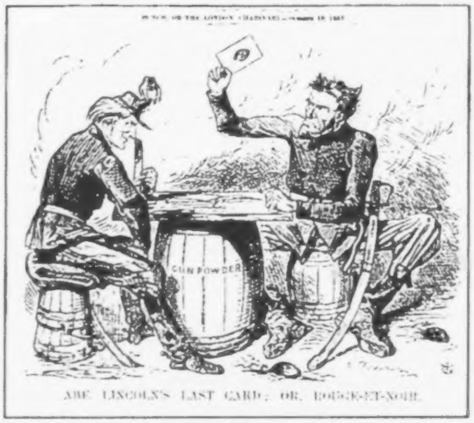
WHY DID THEY FIGHT?

Confederate:

Slavery and Racial Issues

Whether Southern soldiers owned slaves or not, most acknowledged that the Southern way of life was heavily dependent on slave labor. A Mississippi lieutenant said to his wife, *This country without slave labor would be completely worthless.... If the negroes are freed the country...is not worth fighting for.... We can only live & exist by that species of labor: and hence I am willing to continue to the last* (*What they Fought For*, 48). After all, slaves were property, weren't they? The Constitution recognized slavery and the right to own property – so wasn't it fair to fight for *rights and property bequeathed to us by our ancestors* (*What they Fought For*, 48)?

When Lincoln issued his Emancipation Proclamation, Southern resolve was strengthened. In the words of a Kentucky cavalry sergeant: The *Proclamation is worth three hundred thousand soldiers to our Government at least. It shows exactly what this war was brought about for and the intention of its damnable authors* (*What they Fought For*, 48). The North may have said that the war was to "preserve the Union" – but now the South "knew" differently.


GUNPOWDER
ABE LINCOLN'S LAST CARD; OR, ROUGE-ET-NOIR.

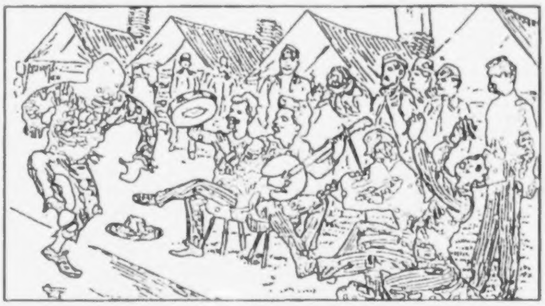
"Abe Lincoln's Last Card; Or, Rouge-Et-Noir." Political cartoon depicting Lincoln as a devil playing a black spade card. The Lincoln Museum, Fort Wayne, IN #3542

Many Southerners used euphemisms to describe slavery. (A euphemism is a "polite" way to say something awkward or unpleasant.) For instance, slavery was called "the peculiar institutation." In discussing slavery as a cause for fighting, one Confederate soldier called his cause *our own social institutions, the integrity of all our institutions*, and *the institutions of the whole South* (*What they Fought For*, 52). A young North Carolina officer stopped for a meal in the home of a Pennsylvania farmer during the Gettysburg Campaign. He told his mother, *They live in real Yankee style wife & daughters & a help doing all the work. It makes me more than ever devoted to our own Southern institutions* (*What they Fought For*, 52).

Among non-slave holders, there was the fear of social equality with blacks. A Louisiana soldier wrote that *I never want to see the day when a negro is put on an equality with a white person. There is too many free niggers...now to suit me, let along having four millions (What they Fought For*, 52). White supremacy was on the mind of one private as he told his friend *You Know I am a poor man having none of the property said to be the cause of the present war. But I have a wife & some children to rase in honor & never to be put on an equality with the African race* (*Common Soldier of the Civil War*, 19). Worse yet, in their eyes, was the idea that whites and blacks might marry and/or have children. They felt that their women needed to be protected from the advances of blacks. A Wisconsin private remembered a conversation he had with Confederate prisoners captured near Atlanta: *Some of the boys asked them what they were fighting for, and they answered, 'You Yanks want us to marry our daughters to the niggers'* (*What they Fought For*, 53).

Union (1861-1862):

Slavery, and the Concept of Using Emancipation to Hurt the Rebellion



Camp minstrels. From *Hardtack and Coffee.*

Contrary to popular belief, only about one in ten Union soldiers fought only to "make men free" (*What they Fought For*, 56). An idealistic immigrant in the 8th Missouri wrote *I have left home and a good situation…and have grasped the weapon of death for the purpose of doing my part in defending and upholding the integrity, laws, and the preservation of my adopted county from a band of contemptible traitors who would…destroy the best and noblest government on earth, merely for thee purpose of benefiting themselves on the slave question* (*Common Soldier of the Civil War*, 18).

Others wanted to abolish slavery in order to save the Union. A 20-year-old Minnesotan farmer put it bluntly when he said; *The war will never end until we end slavery* (*What they Fought For*, 57). An Illinois farmer and soldier was relieved when he heard about the Emancipation Proclamation: *It is astonishing how things has changed in reference to freeing the Negros. It allwais has been plane to me that this rase must be freed befor god would recognise us...we bost of liberty and we Should not be Selfish in it as god gives us liberty we Should try to impart it to others....thank god the chanes will Soon be bursted ... now I belive we are on gods side...now I can fight with a good heart* (*What they Fought For*, 67).

Unfortunately, some Federals were unmoved by the Proclamation. An Indiana private said *If emancipation is to be the policy of this war...I do not care how quick the country goes to pot* (*What they Fought For*, 60-61). A New York soldier wanted nothing to do with slaves and had no intention of fighting for them: *I think the best way to settle the question of what to do with the darkies would be to shoot them* (*Common Soldier*, 22).

Prejudice was very common in the Union army. This soldier freed slaves – not out of love for black people, just as a way to hurt the Confederacy: *I am doing quite a business in the confiscation of slave property.... It certainly makes the rebels wince to see their 'niggers' taken off which is a source of private satisfaction to me.... Crippling the institution of slavery is...striking a blow at the heart of the rebellion* (*What they Fought For*, 60).

WHY DID THEY FIGHT?

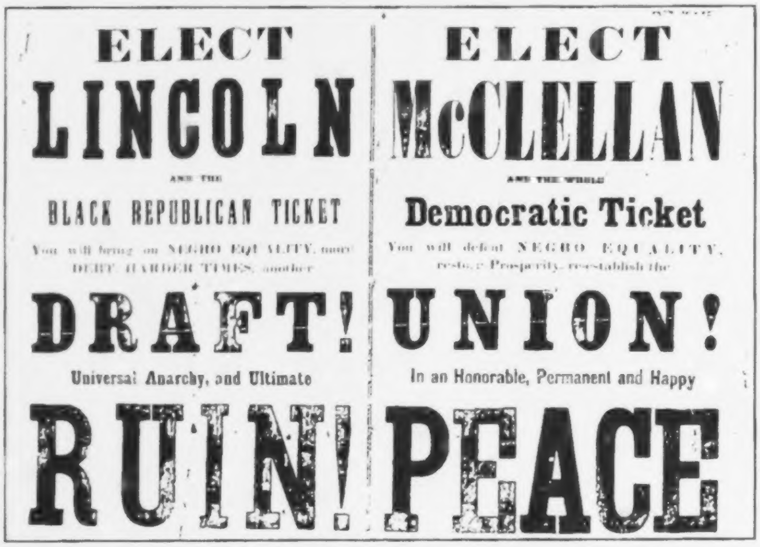
Union: 1863

Response to Lincoln's Emancipation Proclamation

In a typical regiment in 1863, half of the soldiers endorsed the Emancipation Proclamation, a quarter opposed it, and the other quarter didn't voice an opinion (*What they Fought For*, 64). Whenever the Proclamation was discussed, however, it was generally subject to some heated debate. A Massachusetts sergeant noted in his diary that they *Had a jaw on slavery in the evening, & Jim didn't agree with the rest of us, & so he got mad.* Indiana soldiers *got into an argument, with a man that believed Slavery is right. —Had a warm time.* New York soldiers had *several pretty spirited, I may call them* **hot**, *controversies about slavery, the Emancipation Edict and kindred subjects* (all three quotes, *What they Fought For*, 61).

Just as before the Proclamation was issued, there were idealists who believed the struggle between the North and South was an issue of human rights. There were some practical people who believed that Emancipation was simply a tool to crush the rebellion. Some, however, were offended at the thought of fighting to free the slaves and had no special love for black people.

> A Minnesota corporal to his wife:
> *Abraham 'has gone and done it' at last. Yesterday will be a day hallowed in the hearts of millions of the people of these United States, & also by the friends of liberty and humanity the* **world** *over* (*What they Fought For*, 62).
>
> An Indiana sergeant wrote that while he didn't have any use for free blacks, he supported the Emancipation Proclamation *if it will only bring the war to an end any sooner I am like the fellow that got his house burned by the guerrillas he was in for emancipation subjugation extermination and hell and damnation. We are in war and anything to beat the South* (*What they Fought For*, 62).
>
> Bluntly, an Illinois private said *I am the Boy that Can fight for my Country, but not for the Negros* (*What they Fought For*, 63).



ELECT
LINCOLN
AND THE
BLACK REPUBLICAN TICKET
You will bring on NEGRO EQUALITY, more DEBT, HARDER TIMES, another
DRAFT!
Universal Anarchy, and Ultimate
RUIN!

ELECT
McCLELLAN
AND THE WHOLE
Democratic Ticket
You will defeat NEGRO EQUALITY, restore Prosperity, re-establish the
UNION!
In an Honorable, Permanent and Happy
PEACE

"Elect Lincoln/Elect McClellan" anti-Lincoln election poster broadside. The Lincoln Museum, Fort Wayne, IN #497

Supplement:

Union and Confederate Opinions on the Enlistment of Black Soldiers

GRADE 8
GRADE 11

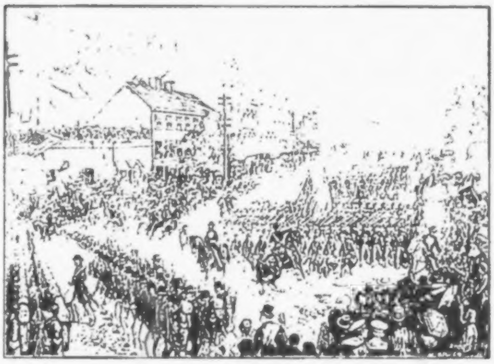
Union

Arguments for and against the enlistment of black soldiers followed much of the same theories for which men fought. Some soldiers cared little about black soldiers and some were pleased. One blunt soldier noted that *A black man could stop a bullet as well as a white one* (*Black Soldiers*, 18).

Other Union soldiers were offended to be fighting alongside blacks. One reported *I do not believe it right to make soldiers of them and class & rank them with our white soldiers.... I do despise them, and the more I see of them, the more I am against the whole black race* (*Common Soldier*, 22).

Union soldiers' views on black soldiers changed drastically after watching them in action. Their bravery and ability put all doubts to rest. After the battle of Elk Creek, in Indian Territory (now Oklahoma), Major General James Blunt reported *Much credit is due to all of them for their gallantry. The First Kansas (colored) particularly distinguished itself; they fought like veterans…their coolness and bravery I have never seen surpassed* (*Common Soldier of the Civil War*, 12).

Lincoln ran for reelection in 1864, promising a constitutional amendment to abolish slavery, and almost 80% of the Union soldiers voted for him (*What they Fought For*, 67).



Gen. John B. Magruder, C.S.A., Gen. Sterling Price, C.S.A., and others officers. Courtesy of the National Archives, NWDNS-111-B-2157

Confederate

Slaveholders and Non-Slaveholders

In 1865, when the Confederacy was considering arming slaves and the Negro soldier bill was being debated, the soldiers had a lot to say... some found the idea of black soldiers "humiliating"; others thought that it threw away everything they had fought for.

Georgia soldier: *The day you make soldiers of them is the beginning of the end of the revolution. If slaves will make good soldiers our whole theory of slavery is wrong* (*Black Soldiers*, 52).

Waiting for breakfast. From *Battles and Leaders IV.*

Many soldiers wanted to give up the fight – desert – rather than fight with a black soldier. A sergeant in the 17th North Carolina, who had been fighting since 1861, wrote in February of 1865 *Mother, I did not volunteer my services to fight for a free negroes country but to fight for A free white mans country & I do not think I love my country well enough to fight with black soldiers* (*Black Soldiers*, 55-56).

Questions for Discussion

GRADE 8
GRADE 11

1. Out of all of the reasons why the individual soldiers fought, which reason did you least suspect? Why?

2. What do you think was the primary Northern reason for fighting? What was the primary Southern reason for fighting? Did the politician's view differ from the average soldier's views?

3. Many Union soldiers felt as if America was and would continue to be an example to other countries of self-government and freedom. Do we still view our country that way? What recent events remind us of this? How can we be sure to participate fully in our democratic system?

4. Would you have fought in 1861? On which side, and for what reasons?

5. Do you think teens today aren't as willing to sacrifice their lives for their country as the teens in the Civil War era? Why or why not?

6. Would you leave your family and risk your life for the freedoms of others? Why or why not?

✓SOME THINGS TO CONSIDER

The questions above would be appropriate for use in many different projects:

- ★ Posters
- ★ Poetry or Songs
- ★ Essays
- ★ Skits
- ★ Debates
- ★ Persuasive Presentations
- ★ Media Collages (Internet, news programs, newspapers, etc., illustrating a point with today's viewpoints.)

Use your students' skills and interests to guide you.

Supplement:

Will the Negro Fight?

GRADE 8
GRADE 11

GRADE 8
GRADE 11

Will the Negro Fight?

United States Colored Troops in the Civil War, African American Civil War Memorial. www.afroamcivilwar.org/learn.html, 1-2.

More on the Role of USCT in the Civil War, African American Civil War Memorial. www.afroamcivilwar.org/morefacts.html, 1.

Impact of Civil War on African American Emancipation and its Legacy, Walter Hill, Ph.D., Howard University, African American Civil War Memorial. www.afroamcivilwar.org/history.html, 1-4.

Teach with movies, *Glory* – www.teachwithmovies.org/guides/glory.html, 2-4.

United States Colored Troops…a brief history, Bennie J. McRae, Jr., LWF Publications, 1995, www.coax.net/people/lwf/hisusct.htm, 2-5.

The Civil War's Black Soldiers, National Park Civil War Series, Joseph Glatthaar, Eastern National Park and Monument Association, 1996.

The Civil War's Common Soldier, National Park Civil War Series, James I. Robertson, Jr., Eastern National, 1994.

Common Soldier, The Museum of the Confederacy, A Teacher's Resource Packet, Exploring the Life of the Common Soldier Using Primary Sources, The Common Soldier.

What Would You Do?

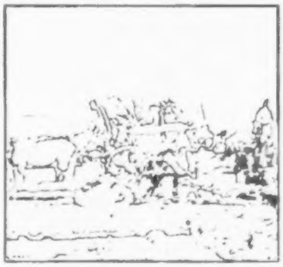
GRADE 8
GRADE 11

Imagine for a minute that you are the Union colonel of a company of soldiers. You are campaigning in Virginia and it is early in the war. One evening, several escaped slave families – men, women, and children – enter your camp. They are ragged and starving.

The Fugitive Slave Law of 1850 says you must return these slaves to their "rightful owners." Yet, you are moved by compassion. How can you return them to a life of slavery? Don't they deserve a life of freedom?

Some of your men are sharing their rations with the escaped slaves. Others, who have no special love of black people, are upset and want nothing to do with them.

You know that slave catchers will come by, looking for their "lost property." And yet, if you return them, you may be aiding the Confederacy. After all, these slaves are helping to grow crops and produce supplies needed by the Southerners. Perhaps you could enlist the help of these struggling people – maybe you could hire them to do the cooking and the laundry, freeing your soldiers to do other things.



An African-American family crosses over the Union Lines and out of slavery. Courtesy of the Library of Congress. LC-USZ62-57031

If you do allow these people to follow your company, will there be consequences with the officers you answer to? How do you explain your actions? How will you care for them and feed them on campaign? Will they have to fend for themselves? Do you risk openly breaking the law? Is the law even a good law?

You have a lot of things to think about. The slave catchers are approaching in the distance. Think quickly!

✓SOME THINGS TO CONSIDER

Do you allow the slave catchers to regain their "property?" Why or why not?
What will the escaped slaves do in your camp? Do you hire them; convince them to work for food and shelter?

How do you think your men will react? Will this affect their willingness to fight? Why or why not?

Pretend you are writing a letter to the commanding general. Explain your actions. Remember – if he doesn't like your reasoning, you could be demoted and/or relieved of command!

GRADE 8
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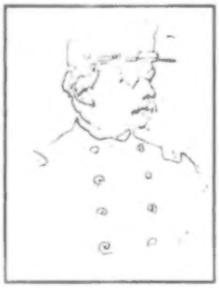
What Would You Do?

Imagine you are an escaped slave in the South. You have heard, through the grapevine, about a man who is recruiting runaway slaves to form a regiment of United States Colored Troops.

You've spent many years in slavery and the scars – both on your back and in your heart – are fresh. You have no good feelings for the Confederacy that supports keeping you in bondage. And yet, your family is here. It is scattered throughout the South because of slave auctions, but it is here. It is the only land you know.

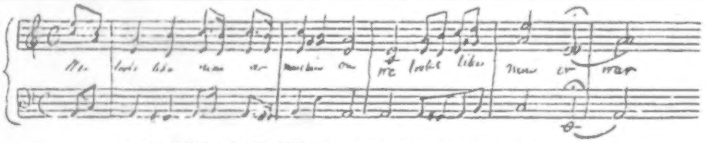
As an escaped slave, you really can't "hide" in the South. You could be recaptured and sold back to slavery at any time. And yet, life in the North won't be risk-free either. You've heard of slaves brought back South – brought out of the land that was supposed to protect them. You've heard a lot of stories from your former "owners" too – stories that Yankees "ate Negroes for dinner" or made them pull wagons like the cattle, and so on. You think these stories are probably baloney, but do you really know for sure?

Your commander is sure to be a white man. Do you think he will be a good commander? Will he be hateful? Or, will he respect his men?


Robert Gould Shaw, killed and buried with his men at Fort Wagner. From *Battles and Leaders IV*.

You've also heard that black soldiers get all the "grunt work" – the hard, backbreaking labor that no one else wants to do. You've just escaped backbreaking labor. Do you really want more? You just know that if someone would give you a rifle – you could prove that you're a good, brave fighter. It doesn't matter to you that the Confederates have vowed not to take any prisoners and you'll be an especially hated target. (Or, does it matter to you?)

If you could just prove yourself, maybe you would help black people all over the North and South gain the rights they deserve as human beings.



SONG OF THE COLORED DIVISION BEFORE CHARGING INTO THE CRATER.

From *Battles and Leaders IV*.

✓SOME THINGS TO CONSIDER

The recruiting station is right around the corner, in the second floor room. You can walk up the stairs or you can keep going. What do you do? Why?

Write a letter to your friend in New York, explaining why you enlisted (or, why you kept going.)

Write a song or poem about your decision.

Create a skit in which you (and a friend) are at the recruiting station. One of you wants to enlist; the other doesn't. In your skit, explain your decisions.

GRADE 8
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Famous abolitionist and orator, Frederick Douglass. Courtesy of the National Archives, NWDNS-FL-FL-22

This is no time to fight only with your white hand, and allow your black hand to remain tied.

— Frederick Douglass
(*Teaching With Movies*)

Frederick Douglass, former slave and world-famous orator, spoke these words to President Abraham Lincoln. Douglass became the voice behind the push for black military service.

Still the Northern population felt that the Civil War was a "white man's war" and that due to the black man's "natural inferiority", he wouldn't be of much help fighting the Rebels (*Teaching With Movies*). Lincoln couldn't risk losing support for the war from the northern population by using black soldiers. If he introduced black enlistment, many of the Border States would have been pushed to the Confederate side.

In 1861, blacks were forming military clubs and corps, ready to fight for the Union. An early organization of blacks was in Cincinnati, Ohio, a Northern city with pro-slavery sentiments. This "Black Brigade" was forced to disband by white citizens, and the owner of the recruiting station was forced to remove his American flag.

Fugitive slaves flooded Union lines when troops entered Southern territory. Most commanders, not wanting to violate the Fugitive Slave Act of 1850, forbade them from entering Union lines, sent them back to their masters, or allowed masters and slave catchers to enter Union lines to retrieve their "property."

Union Brigadier General Benjamin Butler refused to follow this law, stating that since the State of Virginia had seceded from the Union, its citizens could not benefit from U.S. laws. He also said that slaves employed in Confederate military projects were subject to confiscation as *contraband of war*, since they were "property" used in the war effort. He then hired slaves to work for the Union and, in essence, established a practice to free slaves.

In August 1861, Congress approved Butler's actions with the passage of the First Confiscation Act, allowing Federals to seize Confederate property (slaves included) that was used to aid the rebellion. This ruling did not say what was to be done with the families who came with them.

What did "aiding the rebellion mean?" If a slave grew food that was sold to the Confederate government, did that count? What about when a slave worked for a secessionist but not specifically on military projects? Officers had to decide these questions for themselves. Since the War Department allowed Butler to hire blacks to work on Union military projects, this opened the door to their employment in a number of military capacities. As black men filled these positions, more white soldiers were available to fight in the field.

✓ SOME THINGS TO CONSIDER

What is a Border State? Why would they have been "offended" by the use of blacks in the military?

Why did the citizens react in this way? Does this surprise you? This was a typical reaction – Union-wide.

Do these actions surprise you? Why or why not?

GRADE 8
GRADE 11

More and more slaves fled to Union lines – by the end of the war, they numbered between 500,000-700,000 (United States Colored Troops, 8). They were hoping for freedom. The mass migration of runaway slaves that appeared at their camps with often no more than the clothes on their back was overwhelming to Union army officers.

In spring of 1862, both John C. Fremont in Missouri and General David Hunter in South Carolina issued proclamations freeing the slaves in their military regions and allowing them to join the Union Army. The Lincoln administration did not support these actions. Despite the lack of approval, Hunter proceeded to raise and equip ex-slaves to form the 1st Regiment of South Carolina Volunteers.

✓SOME THINGS TO CONSIDER

What factors might influence an officer's decision to confiscate a slave?

How would the loss of slave labor hurt the Confederate economy?

In 1862, the Kentucky House of Representatives questioned the Secretary of War about these enlistments. The Secretary of War claimed no official knowledge of the regiment and denied giving permission for any such regiment. General Hunter replied:

> *...no regiment of 'fugitive slaves' has been or is organized in this department. There is, however, a fine regiment of persons whose late masters are "fugitive rebels," men who everywhere fly before the appearance of the national flag, leaving their servants behind them to shift as best they can for themselves. So far, indeed, are the loyal persons composing this regiment from seeking to avoid the presence of their late owners that they are now, one and all, working with remarkable industry to place themselves in a position to go in full and effective pursuit of their ... traitorous proprietors.*
>
> — *Negro Soldier in the Civil War*, 2-3.

✓SOME THINGS TO CONSIDER

What does this quote mean?

By this time, the number of white soldiers was decreasing – and the number of "contraband" was increasing. On July 17, 1862, Congress passed the Second Confiscation Act and Militia Act, declaring freedom to all (Confederate) slaves when they entered Union lines. It also called these former slaves *contraband of war* to be used for any labor purposes that the government saw fit. The Militia Act was the legal foundation for the establishment of the United States Colored Troops. It authorized the enrollment of all able-bodied persons between ages 18 and 45 in the militia of the States to be used in the service of the federal government, including *persons of African descent* (*African American Civil War Memorial*, 3).

✓SOME THINGS TO CONSIDER

Why was the number of white Union recruits decreasing by July 1862?

This was another blow to the Confederate economy, as it took away even more laborers by offering freedom as a reward for running away. The Union paid contraband women, children, and elderly to work on abandoned plantations to raise food. Black men, as mentioned before, performed military labor such as digging ditches, building fortifications, driving wagons (teamsters), guarding bridges and railroads, and laboring as stevedores (someone who loads/unloads ships). They worked as spies and scouts, cooks, carpenters, blacksmiths, and groomers. All of this extra help freed white soldiers to fight. By this time, black men had already enlisted in the U.S. Navy; between 20,000-30,000 had joined by the end of the war.

Meanwhile, Frederick Douglass continued to reprimand the Lincoln administration for its unwillingness to enlist blacks to do actual fighting. Douglass pointed out that *Colored men....were good enough to help win American independence, but they are not good enough to help preserve that independence against treason and rebellion* (*USCT*, 11). He said that *the side which first summons the Negro to its aid will conquer* (*USCT*, 2). He declared, *Once let the black man get upon his person the brass letters, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, and there is no power on earth which can deny that he has earned the right of citizenship in the United States* (*USCT*, 11).

✓SOME THINGS TO CONSIDER

What did Douglass mean by each of his statements?

GRADE 8
GRADE 11

Lincoln told a newspaperman: *My paramount object in this struggle* **is** *to save the Union, and is* **not** *either to save or destroy slavery. If I could save the Union without freeing* **any** *slave I would do it, and if I could save it by freeing* **all** *the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery and the colored race I do because I believe it helps to save the Union; and what I forbear, I forbear because I do* **not** *believe it would help save the Union* (*USCT*, 16).

✓SOME THINGS TO CONSIDER

What does this statement mean? Does it surprise you?

In July 1862, Lincoln decided to emancipate the slaves in Confederate territory. But, at the suggestion of the Secretary of State, he agreed to hold off the emancipation announcement until after a major Union victory. This was so the proclamation would not look like a desperate measure by a nation that was losing the war.

✓SOME THINGS TO CONSIDER

What does this mean? Why would the Union look "desperate"?

In August 1862, Lincoln and the War Department cautiously stated: *All slaves admitted into military service, together with their wives and children, are declared forever free* (*USCT*, 3).

In September 1863, the Union Army repulsed Lee's army at Antietam (Sharpsburg, Maryland.) This was the victory that Lincoln was waiting for. Five days after the victory, Lincoln announced the Emancipation Proclamation, recognizing slavery as the main issue of the war. When Union troops occupied Confederate land after January 1, 1863, the slaves in that area would be liberated. Lincoln and the War Department allowed governors of the Northern free states and Union military commanders in the South to organize and muster black soldiers into service.

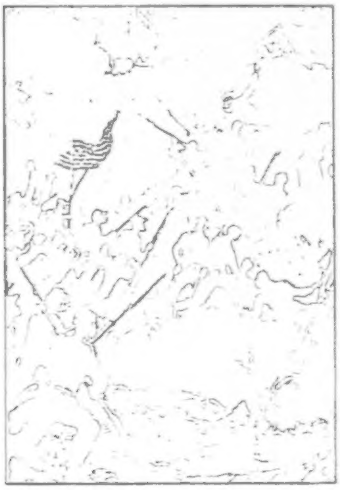
✓SOME THINGS TO CONSIDER

Given that the Union desperately needed troops, why do you suppose Lincoln waited so long to announce that blacks would be used as soldiers?

Lincoln argued that he was employing all means at his disposal to restore the Union. He cleverly chided his opponents by explaining; *You say you will not fight to free the Negroes. Some of them seem willing to fight for you; but, no matter. Fight you, then, exclusively to save the Union. I issued the proclamation on purpose to aid you in saving the Union. Whenever you shall have conquered all resistance to the Union, if I shall urge you to continue fighting, it will be apt time, then, for you to declare you will not fight to free Negroes* (*USCT*, 18).

✓SOME THINGS TO CONSIDER

What is your reaction to Lincoln's statement?



The charge at Fort Wagner. From *Battles and Leaders IV*.

Prejudiced Northerners were not sure if blacks could withstand the rigors of combat. They felt that they lacked sufficient character, self-restraint, skills, and intellect, and were subject to slipping back into their "innate barbaric and savage ways" at any time. Blacks and abolitionist whites saw enlistment as an opportunity for blacks to show their commitment to the Union, dispel some of the prejudice against them, and obtain full rights as citizens after the war.

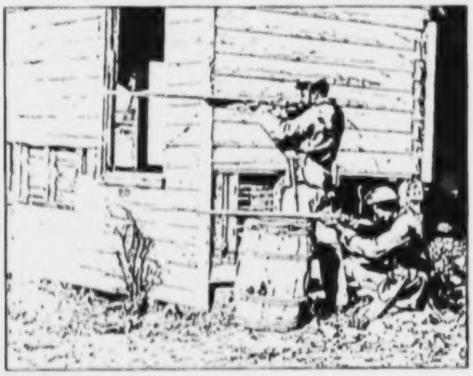
The first organized black troops to fight were Company A, First South Carolina Negro Regiment at St. Helena Island, on November 3-10, 1862. Lieutenant Colonel O.T. Beard, of the 48th New York reported that *The colored men fought with astonishing coolness and bravery. I found them all I could desire, more than I had hoped. They behaved gloriously, and deserve all praise* (*Negro Soldier in the Civil War*, 5).

The famous 54th Massachusetts Volunteer Regiment's participation in the attack on Fort Wagner in the summer of 1863 was the first battle in which the performance of black soldiers received wide publicity in the north. A Connecticut soldier told his mother, *But for the bravery* *of three companies of the Massachusetts Fifty-fourth (colored), our whole regiment would have been captured ...They fought like heroes* (*Common Soldier*, 27).

Even the Confederates were impressed. General McCulloch noted that *The white or true Yankee portion ran like whipped curs almost as soon as the charge was ordered*, while the black troops fought with *considerable obstinacy* (*Common Soldier*, 24). The commander of the 1st Mississippi Infantry noted that *Many of the severely wounded voluntarily returned to the ranks after washing their wounds* (*Common Soldier*, 25).

Ten years after the war, General Butler gave a speech in Congress advocating civil rights for blacks: *There, in a space not wider than the clerk's desk, and three hundred yards long, lay the dead bodies of 543 of my colored comrades, slain in the defense of their country, who had laid down their lives to uphold its flag and its honor, as a willing sacrifice. And as I rode along, ... I looked at their bronzed faces upturned in the shining sun, as if in mute appeal against the wrongs of the country for which they had given their lives.... May my right hand forget its cunning, and my tongue cleave to the roof of my mouth, if ever I fail to defend the rights of the men who have given their blood for me and my country...* (*Negro Soldier of the Civil War*, 7-8.)

In late 1862, Confederate President Jefferson Davis ordered that when prisoners were taken, the white officers of black regiments would be killed, and the black soldiers would either be killed or returned to slavery. Lincoln vowed that for every Union prisoner executed, a Confederate prisoner would also die, and that for every black soldier returned to slavery, a Confederate soldier would be assigned hard labor. President Davis backed down because there were more Confederate prisoners of war than Union, and the Europeans, from whom Davis was attempting to gain support, did not approve of his policy, nor did international law.



"Pickets on Duty" Ohio Historical Society

Unfortunately, Confederate officers sometimes did as what they wanted to do. A 40th Iowa Infantry officer commented, *The 'rebs' appear to be determined to show no quarter to Black troops or officers commanding them. It would not surprise me in the least if this war would ultimately be one of extermination. Its tendencies are in that direction now* (*Negro Soldier of the Civil War*, 51). In reality, atrocities against the USCT were quite common, such as executions of wounded black soldiers on the field after battle, executions of prisoners, and executions of black soldiers in Rebel hospitals. Blacks were often not included in truces between the combatants to retrieve their wounded and dead.

✓SOME THINGS TO CONSIDER

Was this unfair? Were the white officers always well trained and experienced? How could this policy put black soldiers in unnecessary danger?

In early 1864, the War Department changed the names of the majority of black regiments from state descriptions to the United States Colored Troops (USCT). There were other events of 1864 that made it clear that blacks weren't just fighting Confederate soldiers; they were fighting against discrimination in the Union army. They were banned from becoming officers. Whites justified this policy by explaining that blacks lacked leadership skills and were not sufficiently educated for the job. In some cases, black chaplains and surgeons were allowed in black regiments.

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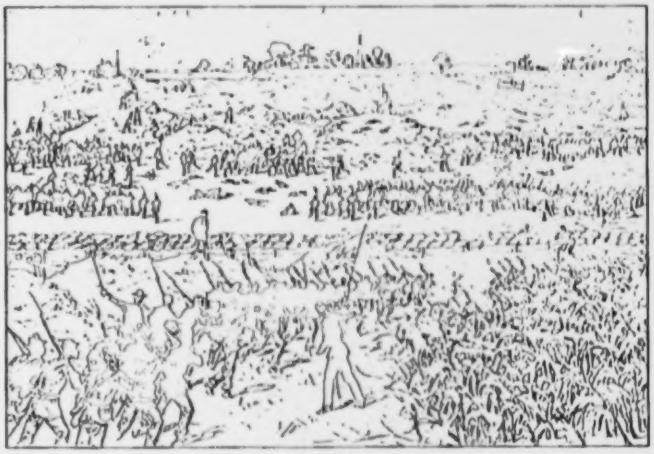
Frederick Douglass's son, Lewis, who was a sergeant major, said *there are hundreds of non-commissioned officers in the colored regiments who are amply qualified for these positions, both by education and experience* (*Negro Soldier of the Civil War*, 39). A number of black soldiers actually received commissions as officers late in the war due to the efforts of Governor Andrew of Massachusetts. Approximately 110 blacks were made officers (*Negro Soldier of the Civil War*, 39).

Black soldiers were not paid the same as white soldiers. Men in the 54th and 55th Massachusetts began a protest by refusing to accept less pay for equal work. They refused pay for eighteen months, even when Governor Andrew offered to pay the difference. It wasn't an issue of money, but of principle. A black soldier asked, *Do we not take up the same length of ground in the grave-yard that others do? The ball does not miss the black man and strike the white, nor the white and strike the black* (*Negro Soldier of the Civil War*, 37.) White soldiers joined the protest as well. One lieutenant threatened to resign. In June 22 of 1864, equal pay was retroactively given, from January 1, 1864. Only blacks who were free before the war could receive equal pay retroactive to when they enlisted. After nine more months of protest, on March 8, 1865, Congress retroactively compensated all black soldiers for unequal pay back to the day they enlisted.

✓ SOME THINGS TO CONSIDER

What is your reaction to Congress's first decision to give back pay only to men who had been free before the war? Why do you think they did this?

Another area of inequality was that blacks were often employed as laborers instead of being sent to fight. This made sense in a way, because a high-ranking officer would want to send the troops with experience out into battle, and those happened to be the white troops. Unfortunately, many officers gave blacks these assignments because they viewed them as inferior. Many of the black regiments' white officers were also offended as well. They didn't understand why they, as highly qualified individuals, had been chosen to lead these men if they were only to be assigned brute work. These discriminatory assignments became so obvious and widespread that the adjutant general forbade the unequal employment of black troops for fatigue labor, which improved the situation.



The charge to the Crater, Petersburg. From *Battles and Leaders IV*.

Black soldiers were often issued defective or ancient weapons. In late 1864, 40% of the soldiers in a black regiment in Petersburg had weapons that did not fire (*Negro Soldiers in the Civil War*, 40). Men in the USCT were placed in the unhealthiest locations, suffered from a lack of physicians, and died due to inferior hospitals. Their illness mortality rate was two and a half times greater than that of white soldiers (*Negro Soldiers of the Civil War*, 41). Nine times as many black soldiers died from disease as from wounds on the battlefield (*Negro Soldiers of the Civil War*, 42). For example, one infantry regiment, which had been serving less than one year, had 524 deaths from illness, which was 50% of the regiment (*Negro Soldiers of the Civil War*, 42).

✓ SOME THINGS TO CONSIDER

Why were the black troops given inferior weapons? Why were they given inadequate medical care? What does this say about the Union's attitude towards the value of black lives?

Why do you think the rate of death by disease was so much higher than the rate of death for battle wounds? Did length of time in battle have anything to do with this?

In the Confederacy, slaves were used as laborers building iron foundries; constructing trenches, fortifications and breast works; transporting material, tending cavalry horses, raising crops

GRADE 8
GRADE 11

for war and commercial purposes, maintaining railroads, mining minerals, and manufacturing war equipment and materials. As bondsmen in the Confederate Army, they were teamsters, cooks, personal servants, and so on.

Several Confederate states allowed blacks to join the militia, and a few did. Most were freemen. Keep in mind that the militia is not the same thing as the Confederate army.

★ Two weeks after Fort Sumter, the *Charleston Mercury* said *one Negro company* from Nashville, Tennessee passed through Augusta with other troops.
★ In May 1861, *The Memphis Avalanche* and *The Memphis Appeal* told of a committee *to organize a volunteer company composed of our patriotic freemen of color of the city of Memphis, for the service of our common defense.*
★ On February 9, 1862 the *New Orleans Picayune* wrote *We must also pay a deserved compliment to the companies of free colored men, all very well drilled and comfortably equipped.*
— *Negro Soldier of the Civil War*, 1

SOME THINGS TO CONSIDER

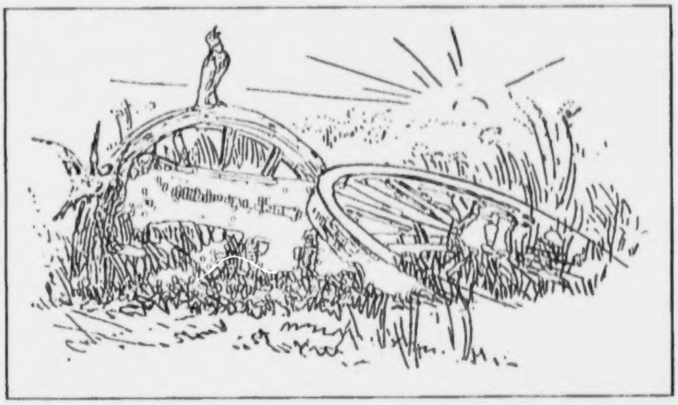
Why would free blacks voluntarily fight for the Confederacy? How does this reveal how they viewed themselves? How they viewed the war? How they viewed their homeland? Does this surprise you?

By the end of the war, the Confederacy was severely short on manpower and was losing the war. Under the recommendation of General Lee, the Confederate Congress just barely passed a bill authorizing the enlistment of 200,000 blacks in exchange for their freedom. This happened on March 9,1865, but it was too late (*Negro Soldier of the Civil War*, 1). When the war ended, they were organizing their first black regiments.

SOME THINGS TO CONSIDER

Why did it take so long for the Confederates to use black soldiers? How would this affect Confederate morale? How would this affect their views of blacks in general?

By the end of the war, the majority of white Union soldiers respected the significant contribution blacks made to the war effort. Most maintained their prejudices, but few would disagree with the claim that blacks made good soldiers. By 1867, all United States Colored Troops were mustered out of service. Many didn't want to give blacks the right to vote, but a large number were willing to give the vote to black soldiers. In 1870, the Fifteenth Amendment gave all African American men the right to vote.

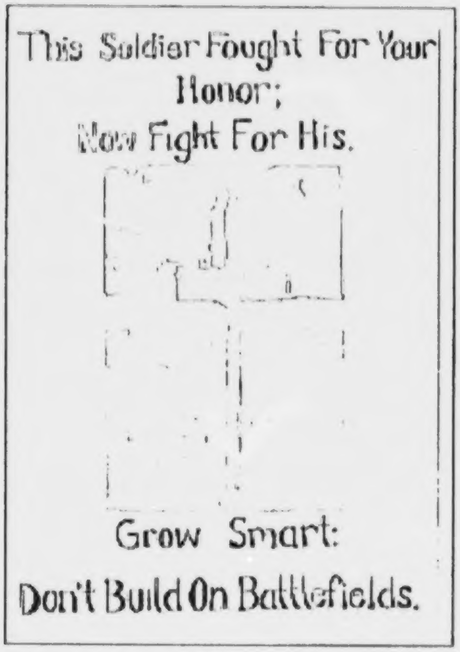


From *Hardtack and Coffee.*

SOME THINGS TO CONSIDER

By 1870, all men – black and white – could vote. What large group was left out? When was this other group allowed to vote?

Preservation


This Soldier Fought For Your Honor;
Now Fight For His.
Grow Smart:
Don't Build On Battlefields.

"If we would build houses or factories on the battlefields we would start to forget about the battles and forget about all the people who fought in them."

— Quote from a fourth-grader

Teacher's Eyes Only:

Objectives:

- Students will learn why preservation of Civil War battlefields is important.
- Students will compose a persuasive letter.

Homework for the night before the lesson on battlefield preservation:

Give your students the sheet called "**Why Preserve Civil War Battlefields**?" and ask them to read it for homework.

Lesson on Preservation

Take a few minutes to discuss the homework in class and make sure your students understand it. It might be helpful to write a few key points on the board.

Show the History Channel video on Civil War battlefield preservation that is in the CWPT Traveling Trunk. You may also order the video from the History Channel. Go to www.historychannel.com and click on "Videos by Series." The video is in the Save Our History series and it is entitled "Save Our History: Civil War Battlefields."

Pass out the interview with Berkeley and have the kids read it. While they're reading, pass around the preservation poster that was drawn by a 5th grader and the two pictures of Salem Church, Virginia – then and now.

Ask the students to write letters to the members of Congress from your state. You will need to get the addresses in advance. Tell them that they should talk about why they think Civil War battlefield preservation is important. They should encourage the member of Congress to vote for bills that support Civil War battlefield preservation. Students should also mention the Civil War battlefields in the member's state. (If you are a member of Civil War Preservation Trust, you can find information about appropriate legislation in *Hallowed Ground* magazine.)

Make sure your students address the letters as follows:

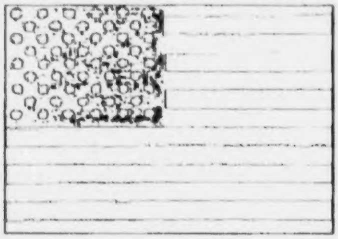
The Honorable __________
United States Senate
Washington, DC 20510

The Honorable __________
United States House of Representatives
Washington, DC 20510

If you don't know your representatives, visit your local library or visit www.vote-smart.org/index.phtml. Type in your Zip Code, and Vote Smart will tell you how to reach all of your representatives. If you don't know your 9-digit Zip Code, Vote Smart can help you find this, too.

GRADE 5

How Do You Write a Persuasive Letter?



A "persuasive" (per-sway-sihv) letter tries to get a person to do something. In this letter, we want people from Congress to do two things:

1. We want them to think that battlefields are important.
2. We want them to help save (preserve) battlefields.

What are two reasons why battlefields are important?

Write a few words about your reasons here:

Reasons Why I Think Battlefields Should Be Preserved

1.

2.

Now, what will happen if battlefields are destroyed?

Write a few words about what will happen.

What Will Happen if Battlefields Are Destroyed

1.

2.

Now, have your teacher help you write a letter to your congressperson. Your teacher will show you how to address the letter.

- ★ Start your letter by telling your congressperson that you think the battlefields should be saved.
- ★ Then, tell him or her your two reasons why.
- ★ Next, tell the congressperson what will happen if the battlefields are destroyed.
- ★ End your letter by asking if he or she will help you save the battlefields.
- ★ Then, your teacher will show you how to close your letter.
- ★ If you want, you can ask your parents to write a letter too.

That's all you have to do. Millions of people across the world aren't allowed to write letters to their leaders. When you tell Congress what you are thinking, you are helping to make America great! Congratulations!

Why Save Civil War Battlefields?

The Civil War of 1861-1865 changed many things in the U.S. – some good, some bad.

- ★ It freed four million slaves.
- ★ The states began to think of themselves as one country under one government.
- ★ The central government got stronger and the national debt got bigger.
- ★ The first income tax was collected.
- ★ Millions of dollars worth of property was lost.
- ★ The factory North became more powerful than the farming South.

The Civil War was the bloodiest war in American history. By 1865, 625,000 soldiers and 50,000 civilians had died. Two hundred thousand women became widows. More Americans died in the Civil War than in nearly all other U.S. wars combined. If the same percentage of people died today that would be *five million* people. Also, 500,000 soldiers were wounded.

There were about 10,500 battles – big and small. In 1993, Congress decided that 384 of these battles made a big change in our nation's history. More than 70 of these battlefields have already been lost forever and only a little over 50 have been protected.

Battlefields are places where American soldiers died fighting for freedom, but these places are threatened by development. How can we allow people to dig up, or pave over, these battlefields? Shouldn't we try to save them? You can't replace battlefields once they're gone. A shopping mall or townhouse can be built practically anywhere. A historic battlefield cannot.

Battlefields tell the story of what made us a country – how we are different, how we are alike, and how we got to be one country. They show how dangerous it is to start a war, and why we should get along with each other. They tell us what is very good about people – and what is very bad. If we lose the battlefields, then we lose the places where these stories took place.

Every year, books and movies are still being made about the Civil War. Every day the newspaper shows that we are still fighting with the problems of racism and government control that started the war. In some ways, the war is still with us. To understand who we are and what we hope for, we need to understand where we came from.

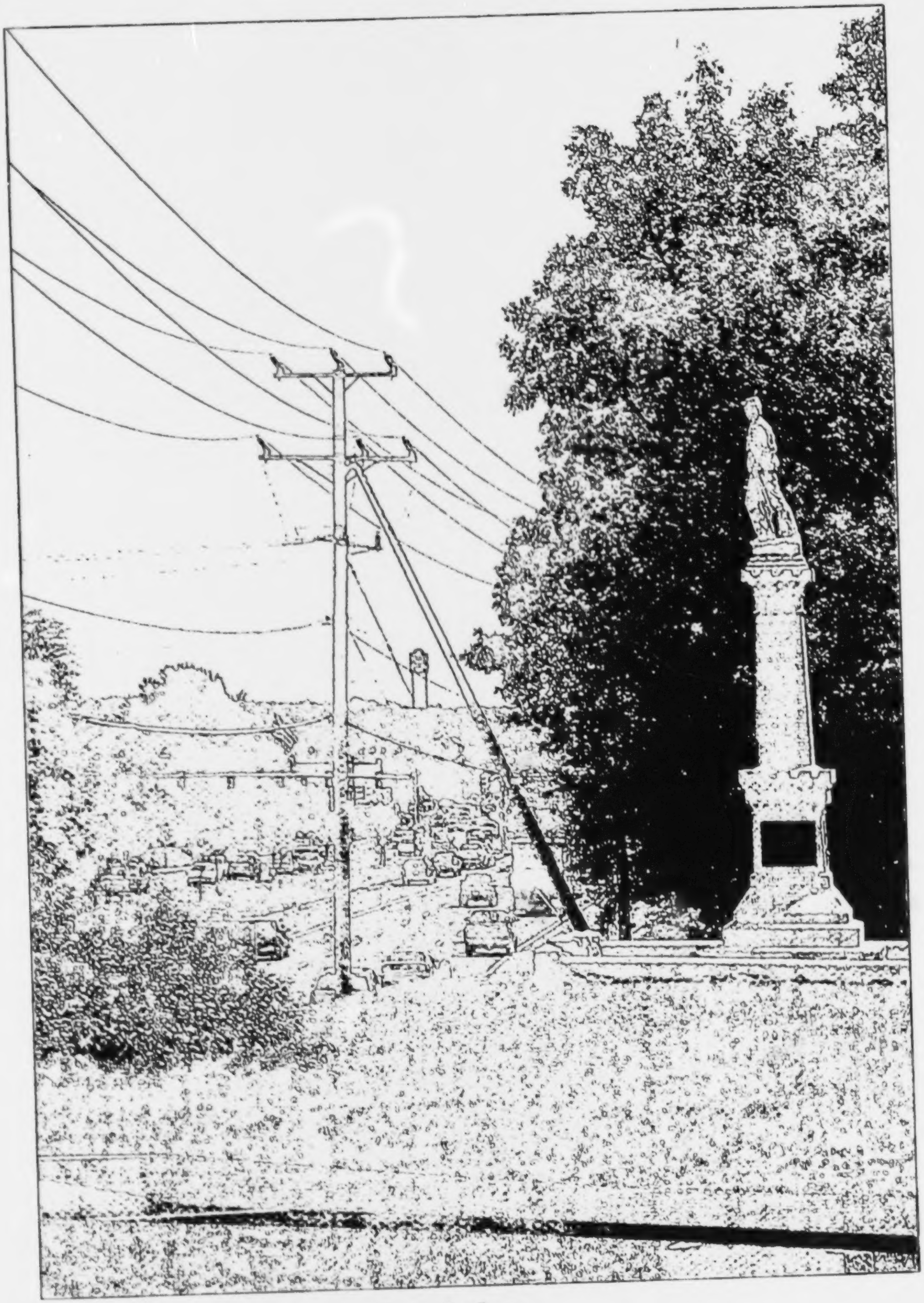
There are many reasons to save battlefields. For example, battlefields don't need roads, sewers, or sidewalks. So, they don't cost as much money as a development.

And, battlefields are important to towns because they give historical roots – a touchable link to the community's past. A battlefield can help a town keep what makes it historically special, and this builds pride.

Civil War battlefields also attract visitors. Not only does visiting battlefields make people understand what happened there, it helps communities make money. In a recent study to show the value of Civil War tourism to Virginia, it was found that the average Civil War tourist spends more than the other tourists and stays longer. Tourists eat at restaurants, buy gasoline and souvenirs, and stay at hotels. This means that communities can have more jobs.

The Civil War Preservation Trust has helped to preserve thousands of acres of battlefield land at many Civil War sites across the nation, but we are in a race against time. There are many, many battlefields that haven't been saved yet. Once they're gone, they're gone forever.

GRADE 5



View of Salem Church, Virginia, today. Courtesy National Park Service.

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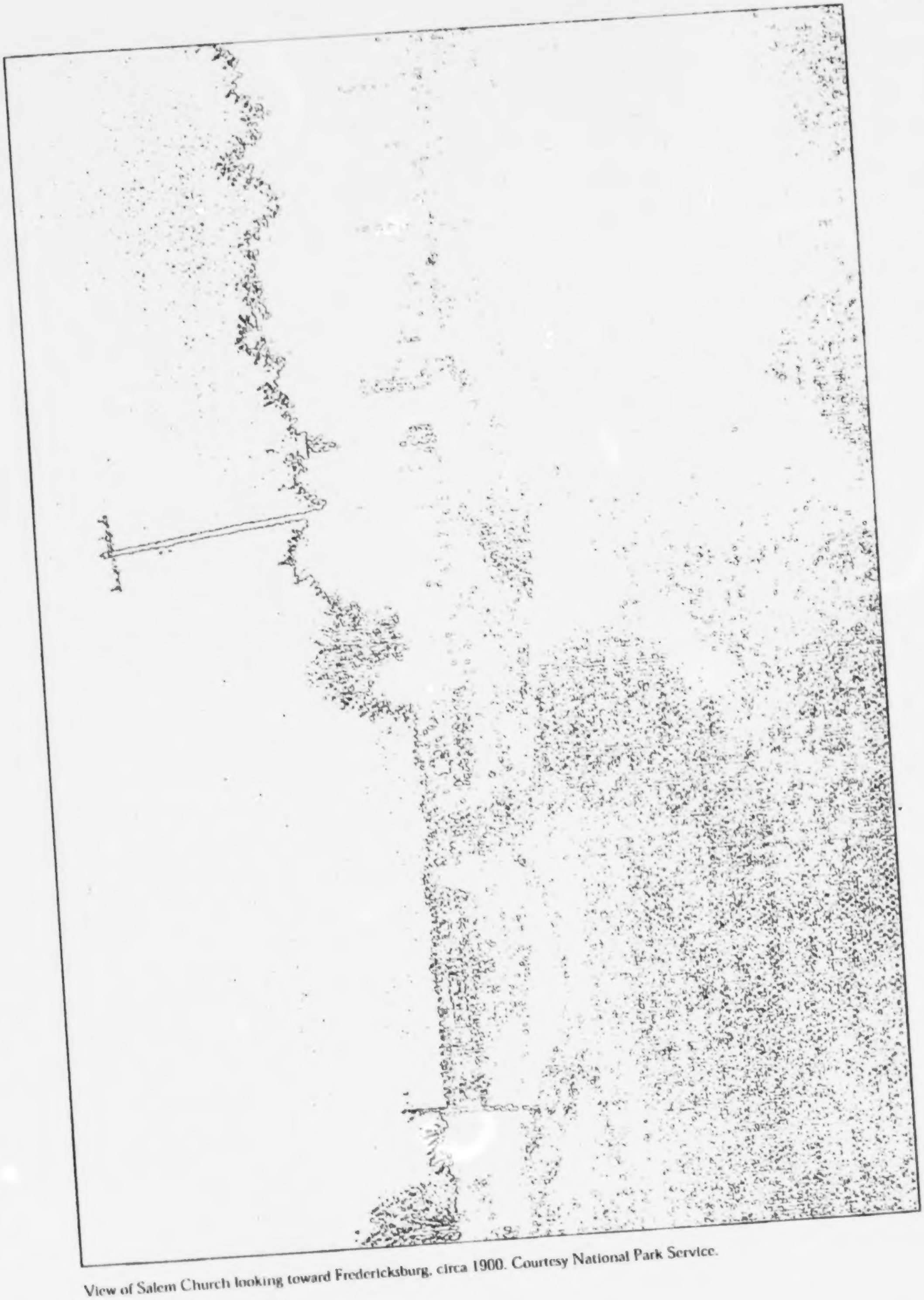
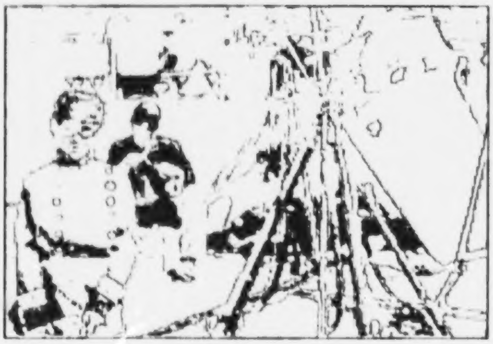


View of Salem Church looking toward Fredericksburg, circa 1900. Courtesy National Park Service.

GRADE 5

Kids & Preservation


Berkeley Hirsch.

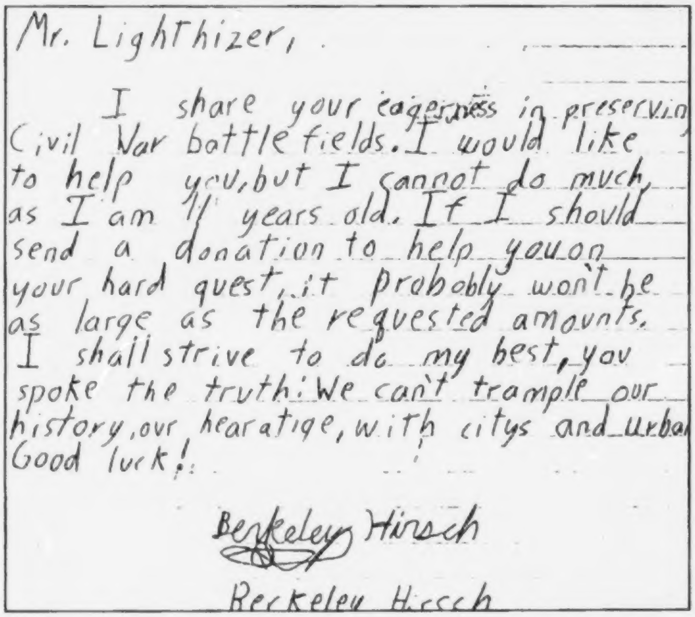
This is Berkeley Hirsch, an eleven-year-old from California, at a Civil War reenactment. A Civil War reenactment is where people meet on a piece of land for a few days to pretend to fight a Civil War battle. During the reenactment, they live like people lived during the Civil War. This includes how they dress, cook their food, play their games, and even how they talk! They use real horses, real cannons, and real guns…but **NOT** real bullets. People reenact to honor their relatives that fought in the Civil War and to teach other people about the Civil War in a fun way.

Read what Berkeley has to say about the Civil War:

"I've been interested in Civil War history since the second grade. Even though I like all history topics, learning about the Civil War is my favorite. I find the battles, people, and facts fascinating. There's always something to learn."

You can become involved in preservation just like Berkeley. Read a special message he asked me to give you:

"Saving Civil War battlefields is important because they hold so much history within. Sites such as the Peach Orchard, Antietam Bridge, and Henry House Hill are vital spots in the history of America because many people died there. I greatly encourage you to get involved to save these interesting spots before it's too late."


Mr. Lighthizer,

I share your eagerness in preservin Civil War battle fields. I would like to help you, but I cannot do much, as I am 11 years old. If I should send a donation to help you on your hard quest, it probably won't be as large as the requested amounts. I shall strive to do my best, you spoke the truth: We can't trample our history, our hearatige, with citys and urba Good luck!

Berkeley Hirsch

Berkeley Hirsch

This is a letter that Berkeley sent to us at the Civil War Preservation Trust.

Teacher's Eyes Only:

Objectives:

- The student will think about local history.
- The student will interpret a place.

Homework for the night before the lesson on *Nominating a Local Historical Place*:

Ask students to talk with family members, someone in the local library, or another adult. Think about what places in the local community have important historical significance. Did a famous politician grow up in your town? Did Civil War soldiers camp nearby? Do you have a very unusual building? Did anything out of the ordinary ever happen here? What places are very important to your hometown?

Ask students to get help in filling out the **Nomination form**.

Lesson on Nominating a Local Historical Place:

Ask students to share the ideas on their Nomination forms. Tally responses on the board. Does any one place stand out with a majority of students choosing it? Use it for the activity. Is there a variety of responses? Take a vote. Put a sample nomination form on the board and have the students explain why this site is historical.

You might want to explain that there is a REAL National Register of Historic Places where people can vote for historic sites. Visit www.cr.nps.gov/places.htm for more information.

Now, imagine that a developer is about to destroy this hometown historical place. (For example, the old one-room schoolhouse is about to be torn down. Or, the open land containing the remains of the frontier's first fort is about to become a garbage dump.)

Have the students pretend to be the community as a whole, while the teacher pretends to be the developer. Make the students defend their wishes to preserve this historic site, while the teacher plays "devil's advocate" – trying to counter their arguments with "business" and "money" arguments. (At some point, it might be a good idea to "give in!")

Once the teacher is satisfied that the students have defended their site well enough, stop and discuss the activity. How did the students feel about your arguments? What arguments did they find hard to beat? What arguments did they find dumb? Which arguments might really be used some day?

When you are finished, have students use the *Nomination Sheet* to think about Civil War battlefields. Discuss how Civil War battlefields meet each category of a historic site. The teacher may want to walk the students through this section.

If the students' historic site is in disrepair or is actively being preserved by another organization, it might be a good idea to conduct a fundraiser or community service project there.

GRADE 5

Nominating a Historic Place

What makes a place "historic?" Historic places are...

- ☐ connected to an important person (for example, a president, leader, reformer, inventor, thinker, and so on)
- ☐ connected to an important event (for example, a battlefield or the site of a tragedy)
- ☐ connected with a trend in history (for example, a house in the Underground Railroad, showing how people began to hate slavery)
- ☐ connected with the way people lived in the past (for example, an old plantation and the nearby slave quarters, or a cave dwelling, or a sod house)
- ☐ connected with things people believed in the past (for example, a place where Native Americans held religious ceremonies)

Think about your hometown. Is there a "historic place" in your hometown? What place? Use the hints above to help you. Put check marks in the boxes that describe your historic place.

Why should other people care about this place?

What can we learn by visiting this place?

What could you do to help other people learn about this place?

Why Preserve Battlefields?

What makes battlefields historic?

☐ connected to an important person

☐ connected to an important event

☐ connected with a trend in history

☐ connected with the way people lived in the past

☐ connected with things people believed in the past

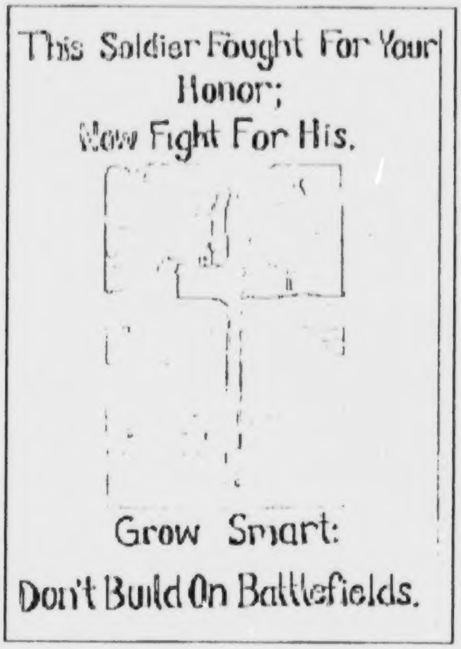
Why should people care about battlefields?

What can we learn by visiting battlefields?

What could you do to help other people learn about battlefields?

Preservation

GRADE 8


This Soldier Fought For Your Honor;
Now Fight For His.
Grow Smart:
Don't Build On Battlefields.

"If we would build houses or factories on the battlefields we would start to forget about the battles and forget about all the people who fought in them."

— Quote from a fourth-grader

GRADE 8

Teacher's Note:

Objectives:

- Students will learn why preservation of Civil War battlefields is important.
- Students will compose a persuasive letter.
- Students will plan an activity that benefits preservation.

Homework for the night before the lesson on battlefield preservation:

Give your students the sheet called "**Why Preserve Civil War Battlefields**?" and ask them to read it for homework.

Lesson on Preservation

Take a few minutes to discuss the homework in class and make sure your students understand it. It might be helpful to write a few key points on the board.

Show the History Channel video on Civil War battlefield preservation that is in the CWPT Traveling Trunk. You may also order the video from the History Channel. Go to www.historychannel.com and click on "Videos by Series." The video is in the Save Our History series and it is entitled "Save Our History: Civil War Battlefields."

Pass out the interview with Dane and have the students read it. While they're reading, pass around the preservation poster that was drawn by an 8th grader and the two pictures of Salem Church, Virginia – then and now. (If you like, you may also play the Joni Mitchell song entitled "Big Yellow Taxi". Amy Grant also recorded it. Song lyrics are attached.)

Ask the students to write letters to the members of Congress from your state. You will need to get the addresses in advance. Tell them that they should talk about why they think Civil War battlefield preservation is important. They should encourage the member of Congress to vote for bills that support Civil War battlefield preservation. Students should also mention the Civil War battlefields in the member's state. (If you are a member of Civil War Preservation Trust, you can find information about appropriate legislation in *Hallowed Ground* magazine.)

Make sure your students address the letters as follows:

The Honorable __________
United States Senate
Washington, DC 20510

The Honorable __________
United States House of Representatives
Washington, DC 20510

If you don't know your representatives, visit your library or www.vote-smart.org/index.phtml. Type in your Zip Code, and Vote Smart will tell you how to reach all of your representatives.

When finished, students can get into small groups to brainstorm about activities to preserve battlefields (if time allows). If you run out of time, this assignment can be homework. Collect the assignments the next day. Time permitting, you can vote on the most interesting (and achievable) project to support battlefields.

From BIG YELLOW TAXI

GRADE 8

They paved paradise
And put up a parking lot
With a pink hotel, a boutique
And a swinging hot spot
Don't it always seem to go
That you don't know what you've got
Till it's gone
They paved paradise
And put up a parking lot

They took all the trees
Put 'em in a tree museum
And they charged the people
A dollar and a half just to see 'em
Don't it always seem to go
That you don't know what you've got
Till it's gone
They paved paradise
And put up a parking lot

—Joni Mitchell, BIG YELLOW TAXI
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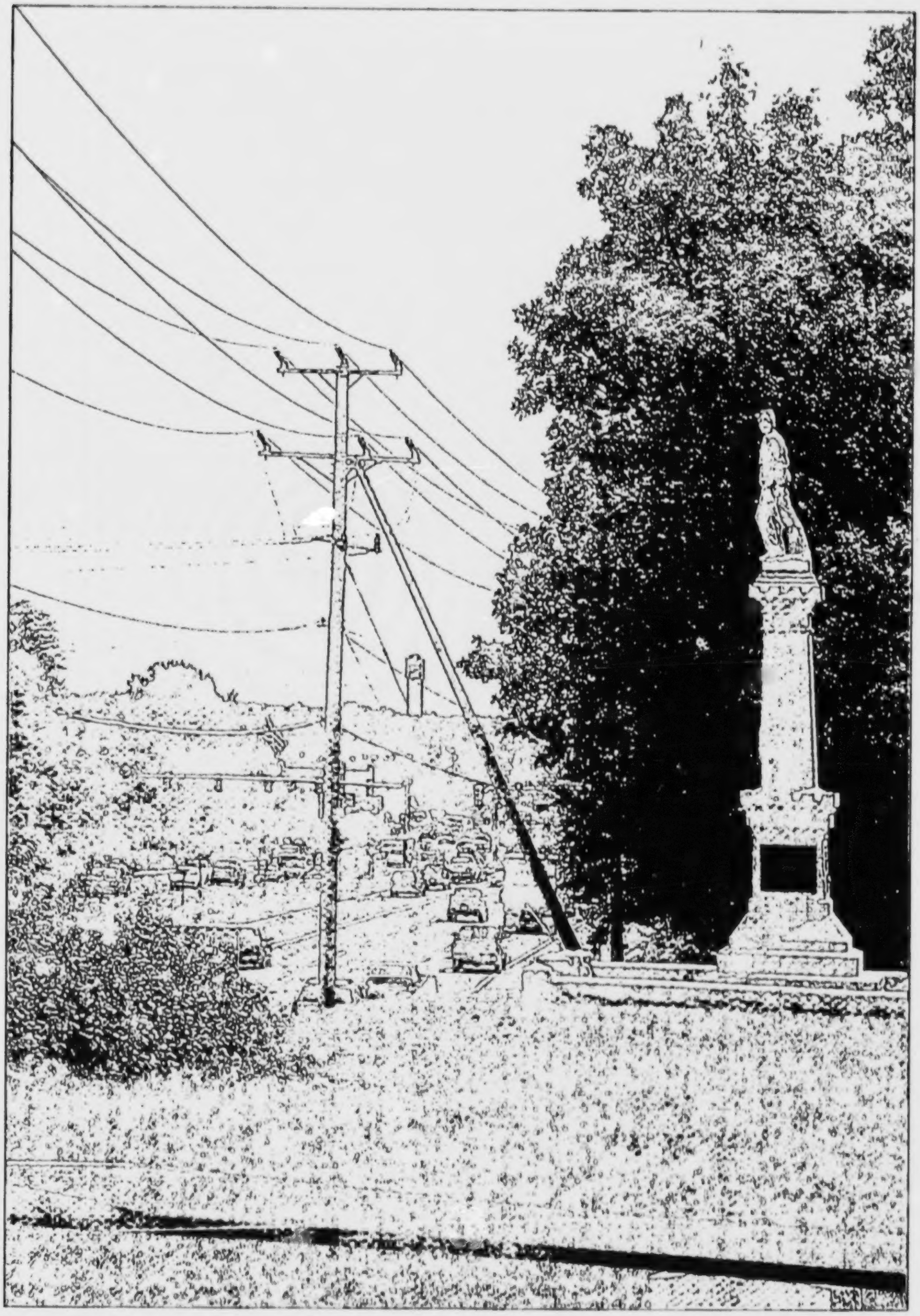
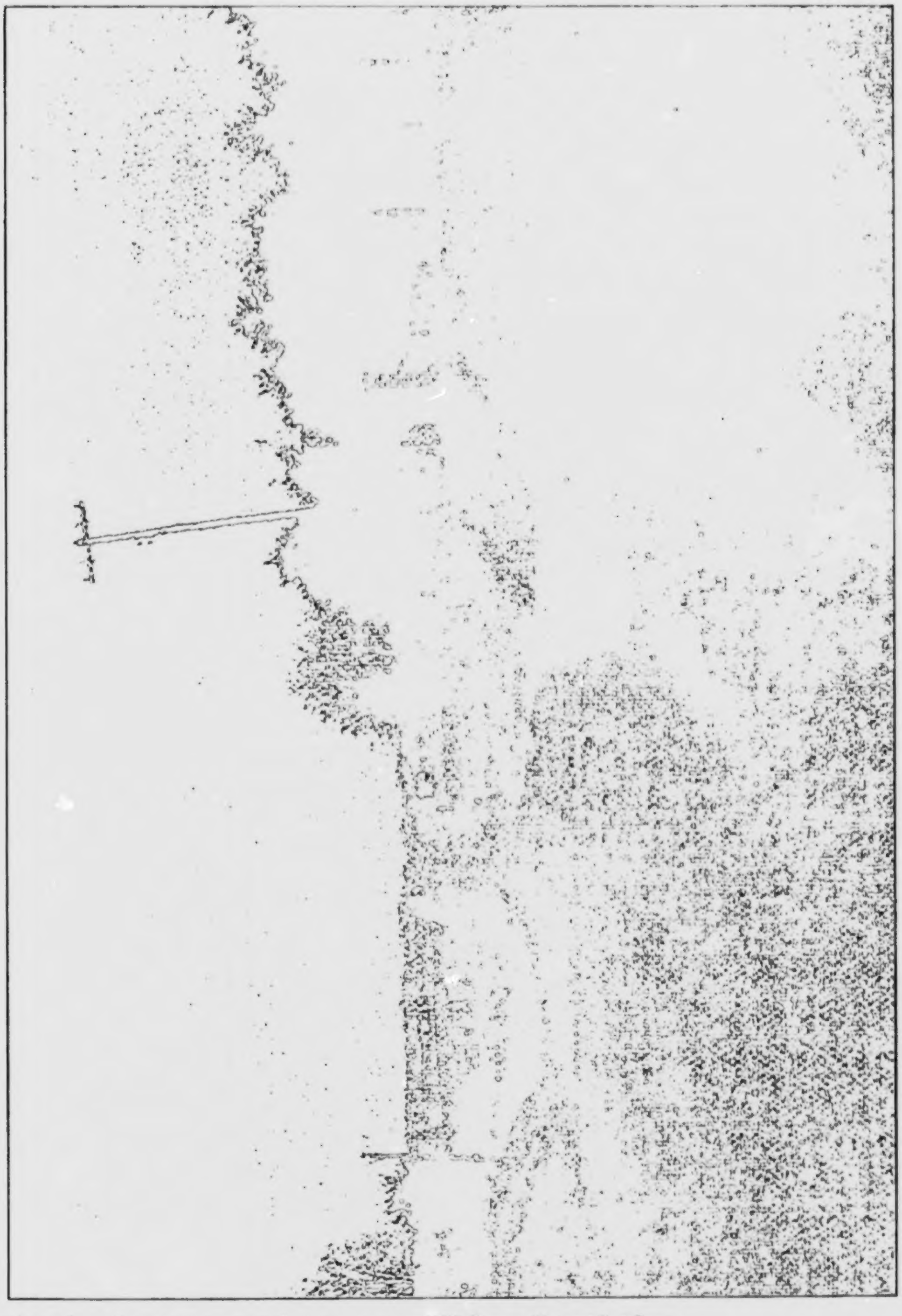


View of Salem Church, Virginia, today. Courtesy National Park Service.



View of Salem Church looking toward Fredericksburg, circa 1900. Courtesy National Park Service.

GRADE 8

Why Save Civil War Battlefields?

The Civil War of 1861-1865 changed the course of American history:

- ★ It freed four million slaves.
- ★ The states began to think of themselves as one country under one government.
- ★ The question of secession was settled, once and for all.
- ★ The central government got stronger and the national debt got bigger.
- ★ The first income tax was collected.
- ★ Millions of dollars worth of property was lost.
- ★ The factory North became more powerful than the farming South.

The Civil War was the bloodiest war in American history. By 1865, 625,000 soldiers and 50,000 civilians had died. Two hundred thousand women became widows. More Americans died in the Civil War than in nearly all other U.S. wars combined. If the same percentage of people died today that would be *five million* people. Also, 500,000 soldiers were wounded.

There were about 10,500 large battles and smaller skirmishes. In 1993, Congress decided that 384 of these battles significantly impacted our nation's history. More than 70 of these battlefields have already been lost forever and only a little over 50 have been protected.

Battlefields are places where American soldiers died fighting for freedom, but these places are threatened by development. How can we allow these companies to dig up, or pave over, these battlefields? Shouldn't we try to save them? You can't replace battlefields once they're gone. A shopping mall or townhouse can be built practically anywhere. A historic battlefield cannot.

Battlefields tell the story of what made us a country – how we are different, how we are alike, and how we became united. They show us the dangers of war, and why we should work for peace. They show us the very best – and very worst – in human nature. If we lose the battlefields, then we lose the places where these stories occurred.

Every year, books and movies are still being made about the Civil War. Every day the newspaper demonstrates that we are still fighting with the problems of racism and government control that started the war. In some ways, the war is still with us. To understand who we are and what we hope for, we need to understand where we came from.

There are many reasons to save battlefields. For example, battlefields don't need roads, sewers, or sidewalks. So, they don't cost as much money as a development. And, battlefields are important to towns because they give historical roots – a touchable link to the community's past. A battlefield can help a town keep what makes it historically special, and this builds pride.

Battlefields also attract visitors, which helps communities make money. In a recent study to show the value of Civil War tourism to Virginia, it was found that the average Civil War tourist spends more than the other tourists and stays longer. Tourists eat at restaurants, buy gasoline and souvenirs, and stay at hotels. This means that communities can have more jobs.

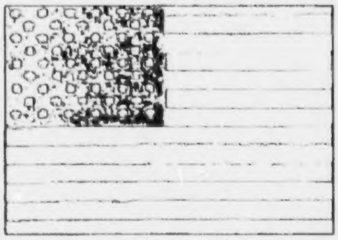
The Civil War Preservation Trust has helped to preserve thousands of acres of battlefield land at many Civil War sites across the nation, but we are in a race against time. There are many, many battlefields that haven't been saved yet. Once they're gone, they're gone forever.

How Do You Write a Persuasive Letter?

GRADE 8

A persuasive letter tries to convince a person to do something he or she wouldn't ordinarily do. In this letter, we want people from Congress to do two things:

1. We want them to believe that Civil War battlefields are important.
2. We want them to help preserve Civil War battlefields.



What are three reasons why battlefields are important?

Write a few words about each of your reasons here:

1.
2.
3.

If the battlefields are destroyed, what will the consequences be?

Write a few words about each consequence. Use your list to guide you.

1.
2.
3.

What is one way your congressperson can get involved?

1.

Now, write your letter

- ★ Start your letter by addressing it properly. Your teacher will give you the address and correct salutation.
- ★ Tell your congressperson that you think the battlefields should be saved.
- ★ Then, tell him or her your three reasons for preserving the battlefields, and the three consequences of not preserving them.
- ★ End your letter by asking him or her to take action and help you save the battlefields.
- ★ Then, close your letter and sign it.
- ★ If you want, you can ask your parents to write a letter too.

That's all you have to do. Millions of people across the world aren't allowed to write letters to their leaders. When you tell Congress what you are thinking, you are helping to make America great! Congratulations!

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GRADE 8

Brainstorming:

How Can I Save Battlefields?

There are two main ways students can preserve battlefields: advocacy and fundraising.

When you **advocate** for something (like battlefield preservation) you speak or act in favor of it. ***You do something to get someone's attention and then explain why a change needs to take place.*** For example, you (and everyone in your class) can send a letter to your congressperson. If this person receives dozens (or hundreds) of letters about the same topic, it's bound to get their attention. Demonstrations and congressional visits are also forms of advocacy.

What are some ways that you can advocate for battlefield preservation?

____

____

____

Fundraising, obviously, means raising money. When you raise money, you need to think about the people you're trying to get money from. A community fundraiser might provide a service for the community, in exchange for money. (For example, having a car wash in the mall parking lot. Or, wrapping presents for Christmas. Or, having a bake sale.) A student fundraiser might be something fun. (For example, sell chances to dunk the principal in a dunk tank!)

What are some of your best fundraising ideas?

____

____

____

Before you can do either activity, you have to be able to explain to other people exactly what you want to do. Pull out your worksheet on "How to Write a Persuasive Letter". You've already outlined three reasons to save battlefields and three consequences for not doing so.

How can you make sure that people who participate in your fundraiser are aware of these facts?

____

____

____

Don't have the time to brainstorm preservation activities? Here are some ideas you can share with your classroom.

Give extra credit (or high school community service hours) to your students if they attend the Civil War Preservation Trust's annual Park Day, where maintenance work is done on your local battlefield. (See www.civilwar.org for date and locations.) Have them write a one-page summary of their experience. If your local Civil War battlefield is not participating, give us a call, and we'll see what we can do!

Start a Preservation Society or club at school that might be able to put some of these ideas into reality.

Your class can **join the Civil War Preservation Trust** for $35 a year. You will receive our quarterly magazine, which has Junior Pages for kids and appeals that will let you know which battlefields we are trying to save.

Stage a Civil War event at your school and invite a local representative. (They love to get their name in the paper. This would be good PR for them.) Enlist Roundtables and reenactors.

Start a letter-writing campaign or have students sign a petition. Make sure you do your research about a local battlefield in peril. Information about this event could be posted in the lunchroom or another visible, high-traffic area.

The following are ideas for fundraisers. It's better to raise funds for a specific battlefield because the students can actually learn about and see pictures of what they're helping to save. They'll also be able to track its progress. You can find a battlefield in need by checking the classroom section of (www.civilwar.org) under "Student Battlefield Fundraisers."

Put a money jug in your classroom for a couple of weeks. You could extend this fundraiser to the whole school and have your students make posters with information about the battlefield on them. The students could alternate shifts at a table in the lunchroom with a jug and the posters.

Host a bake sale or a car wash or, you can have the students **bake and sell hardtack** to their peers at school with a flyer describing what it is. (Advise students not to eat the hardtack!)

Create an event around a holiday. For example, for Presidents' Day, which future presidents fought in the Civil War? Offer a prize for students who get it right!

Create a "kid brochure" for a local Civil War battlefield. Have the students distribute the brochure at a **tour of the battlefield,** advertised in the newspaper or other media outlet. (If you ask, some radio stations will give public service announcement spots for free. Just give them a lot of advance notice.) Invite the newspaper. Parents and community members could tour the Civil War battlefield through the kids' eyes. This would take research, of course.

Host a debate between Civil War personas or about lively Civil War topics. Your students could be the debaters, or you could ask community Civil War scholars to debate on a panel while the students moderate. If you have any Civil War Roundtables in your community you could invite them. Or, invite reenactors. (Your debate is SURE to be lively then!)

GRADE 8

Collect your community's Civil War stories and produce a newsletter for the community to purchase at minimal cost.

Put on a performance using local Civil War information, or **create a large poster** of local Civil War information and pictures to display in a prominent place with a donation box.

Organize a living history presentation or dramatic performance for parents and people of the community. Use simple costumes and period food. Some students could research a Civil War persona (use some from the curriculum) and write a script to memorize and perform. There could be a series of vignettes; make sure many different perspectives are included. Get the audience can be involved. Ask the English and drama departments for help. Other students could be in charge of admission fees, food, etc.

You can **have a Civil War era dance**. You will need food and decorations. You could ask a reenactor band to play for the dance. Get the PE department involved and have them teach the students period dances. Students in your class could produce flyers on period dress, period etiquette, flirting with fans, etc.

Host Blue and Gray Day – a Civil War event for the community run by your class with great help from reenactors. You could have period food, arms demonstrations, encampments, music, medical demonstrations, signaling demonstrations, living historians, etc.

For larger events, advertise in the community through local newspapers or magazines, public service announcements, community bulletin boards, local radio and TV, friends groups, historical societies, roundtables, parks, and sites.

Invite the press and local politicians.

If the events are going to be quite large, consider parking /traffic control, first aid, and police help. Also, reenactors might be able to loan some period clothing. You can ask a community designer and printer to donate their services. Many community businesses or community educational institutions will sponsor events or donate services or food.

Let us know what your students are doing for battlefield preservation! There's a good chance that we could feature them in our magazine and on our website. Contact us before the event and afterwards, and send as much information and pictures as you can! We can always return them after they've been scanned.

Civil War Preservation Trust,
11 Public Square, Suite 200,
Hagerstown, MD 21740

Kids & Preservation

GRADE 8

Dane Di Febo.

Dane Di Febo is a fourteen-year-old from Pennsylvania. Here he is, wearing a Union General uniform.

Dane is an amazing guy! His vast knowledge of the Civil War, his desire to educate others, and his deep concern for preservation are inspiring. Dane has done a lot on behalf of preservation. Read his thoughts on the topic:

"I feel that the preservation of our nation's battlefields is very important to the future of our country. Without these battlefields, future generations will not have land to see and walk on to experience the hardships and sacrifices our ancestors made for us. I feel to promote learning and remind us all of the history that was made through wars, we must have existing reminders rather than just textbooks to retain what we have learned. To avoid history repeating itself and to ensure that those who gave their lives for our rights are not dishonored or forgotten, we must now fight to preserve this ground."

The following excerpt from the essay that Dane submitted to the Civil War Preservation Trust's Poster & Essay Contest gives us a glimpse into his activities on behalf of preservation:

> *"I, myself, have contributed to the restoration of the 153rd Pennsylvania Volunteer Infantry's monument at Gettysburg. This regiment was formed in my county. Many of the men are from my area, and six of my ancestors fought in this regiment. My contribution was made in honor of these men and the sacrifices they made for us during the Civil War."*

So, if you think, "I'm young and there's nothing I can do about the battlefields" – you're wrong!

GRADE 8

Teacher's Eyes Only:

Objectives:

- Students will learn about archaeology.
- Students will form a judgment about relic hunting.
- Students will participate in an "archaeological dig".
- Students will use deductive reasoning to understand how archaeology contributes to history.

Homework for the night before the lesson on archaeology:

Give your students the archaeologist interview and the "**Sticky Situation**" assignment. Ask them to read the interview and complete the assignment for homework.

Answers to "Sticky Situation":

1. **They should report their finding to the park authorities because taking artifacts from a national battlefield is against the law**. Explanation: If the artifacts were found at a place where soldiers had been buried, it would be considered desecration of the gravesite if the artifacts were removed. Also, if the kids take artifacts, they will be destroying the clues that would help build the story of Chickamauga & Chattanooga National Military Park. Artifacts are irreplaceable and non-renewable resources. If the artifacts are removed from their context (where they were found in the stratigraphic record and their relation to the artifacts and features around them), they can no longer give us meaningful information about the Civil War era people and events at the park. Historic interpretation is forever without a piece of the puzzle if archaeological evidence is missing or altered at a site.

2. **Yes.** You can be fined up to $250,000 and jailed for up to five years.

3. **Most artifacts are valuable in a historic sense only**; they help tell us the story of the past. You might find an artifact worth some money, but you certainly couldn't make a fortune from Civil War artifacts.

Lesson on Archaeology

Bring in a box of dirt with five objects (broken pieces of objects are better) buried in the dirt.

Have volunteers come up and "dig" for objects. Advise the students that they need to keep very careful records and remove only a little dirt at a time. How far down was the object buried? In what position? What other objects were near it? What was their position? Did the composition of the soil seem to change around the object(s)? How? Draw pictures if you can.

Have the class try to identify what each object is (if broken) and its use. If you have the time and resources, create several boxes and have the students work on this in small groups. The broken objects will be more interesting if they are something the students aren't immediately familiar with. Yard sales are great places to pick up interesting "stuff" to break apart and dig up. You may want to throw in a few "false leads." (Break apart an old 8-track tape and bury it. Bury a metal washer or bolt to the right of the pieces. Why would the washer be there? Does it belong there?)

Hand out the assignment called "**Archaeologists Prove Historical Record Wrong!**" Tell the students that they can work in groups of two to complete this assignment.

While the students are working, you can pass around the Minie? balls from the CWPT traveling trunk; make sure you get them all back!

Answers to "Archaeologists Prove Historical Record Wrong!":

The mistake in the historical record is when it says that the Miller farm was as far north as the Southern troops ever advanced.

The truth is that the Confederates advanced closer to the North Woods than the Miller farm because fired .69 caliber round balls and fired conical .36 and .44 caliber pistol bullets were found in the North Woods. Since they were *fired* bullets, we know that they were coming from Confederates because only Union troops occupied the North Woods. The smoothbore muskets, which used .69 caliber round balls, could only shoot up to 100 yards, and the pistols, which used .36 and .44 caliber bullets, had a shorter range. According to the historical record, the farthest north that the Southern troops ever advanced was the Miller farm, but since the Miller farm is approximately 400 yards away from the North Woods, the Confederate fired bullets from the smoothbore muskets and pistols would have never made it to the North Woods unless they were closer than the Miller farm.

At the end of class, hand out copies of "**Make the Past your Future! Interested in a Career in Archaeology or Preservation?**"

GRADE 8

Describe Soil

What does it look like? Is it rocky? is it heavy or light? What color is it? describe all changes at all levels.

Objects Found Description

1.

2.

3.

4.

5.

6.

7.

Diagram

As best as possible, show at what depth the objects are buried and how they are positioned in relation to each other. Label each item with a number.

Box #:

On the back of this sheet, explain what you think the buried object is. What was its purpose? What clues did you find?

Interview with Stephen R. Potter, Ph.D.

GRADE 8

CWPT: **What is archaeology?**

SP: Archaeology is the study of past peoples and cultures through the recovery and analysis of archeological resources – the remains of past human activity. Archeological resources include, but aren't limited to, tools, structures, pits, and the remains of plants and animals used or eaten by people, as well as the skeletal remains of the people themselves.

CWPT: **What is excavation?**

SP: Excavation is the careful and systematic removal of the soil to uncover and record archeological resources.

CWPT: **When and why were you first interested in archaeology?**

SP: My interest in archeology began when I was 6 years old. One of my grandmothers used to tell me tales about the American Civil War that she had heard from her grandfather, who was a soldier in Gen. Robert E. Lee's Army of Northern Virginia. One day while I was walking with my grandfather, he kicked up an object with the toe of his left boot. He told me to pick it up. It was a lead bullet from the Civil War. At that moment, I realized that I could connect to the past by finding and studying objects from events that happened a long time ago.

CWPT: **What are your specializations, and why did you choose them?**

SP: My specializations include both the prehistoric and historic archeology of the eastern United States, the 17th century Chesapeake frontier, the southern Algonquian Indians, and the archeology and history of the American Civil War. I am a native of Virginia and have always been interested in the prehistory and history of the region of the country that I grew up in. I've also had an enduring childhood interest in the settling of the Chesapeake Bay by Europeans and the interaction between the native peoples and the settlers. An outgrowth of that interest was a particular fascination with the Algonquian-speaking Indians who lived around Chesapeake Bay at the time of the European exploration and settlement. And, finally, my family has lived in Virginia since at least the 1700s and the Civil War had a direct effect upon all my ancestors alive at the time of the war, so it was impossible for me to ignore the War Between the States.

Dr. Stephen Potter. Courtesy of Dr. Potter.

Stephen R. Potter, Ph.D
Regional Archaeologist
National Capital Region
National Park Service
1100 Ohio Drive SW, Washington, DC 20242

CWPT: **What personality traits does an archaeologist need to have?**

SP: An archeologist needs to be patient, determined, careful. You need to have a good memory, good attention to detail, and great organizational skills. The very act of "doing archeology" destroys the archeological site you're investigating, so you only get one chance to do it right.

CWPT: **Who do archaeologists work for?**

SP: You can work for universities; museums; Federal, state or local governments; private contract firms; and historic sites.

CWPT: **How would you best describe most archeologists: Indiana Jones or Sherlock Holmes? Why?**

SP: Most of the time archeology is most like the Sherlock Holmes example because it involves piecing clues together to solve a mystery.

CWPT: **How do you locate artifacts on a battlefield?**

SP: There are several ways. You can use systematic metal detecting surveys, standard archaeological excavation procedures, geophysical prospecting, and computer methods like computer visualization and virtual reality modeling. Computer software programs can create a "model" of the landscape as it appeared at the time of the battle in order to help identify places to explore.

CWPT: **Why don't you excavate everywhere you think you'll find artifacts?**

SP: Archaeology is destructive. It ruins the natural and original features of the battlefield, so research should be done to meet specific research goals or address particular research questions. The rest of the battlefield should be left alone for future archaeological methods that might not damage the landscape.

CWPT: **How much time do you spend outside digging for artifacts, and how much time do you spend in the lab?**

Fieldwork at Antietam. Courtesy of the ABPP

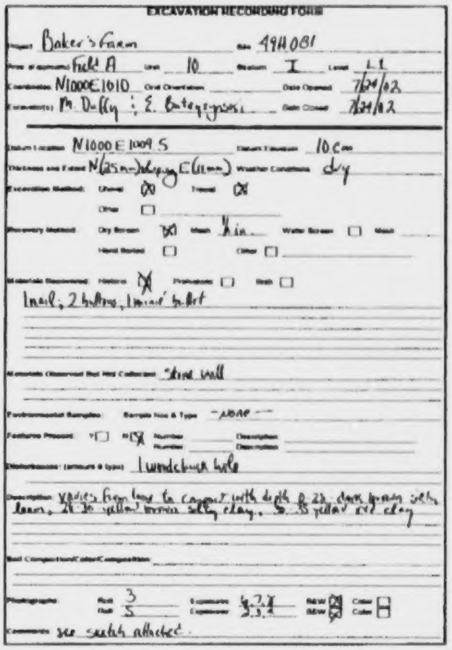
SP: The rule of thumb is for every one hour of archeological fieldwork there are at least 4 or 5 hours of lab work.

CWPT: **What do you do in the field? What do you do in the lab?**

SP: Outside, I make accurate, detailed records about every artifact…its location, position, description, condition, and what other artifacts or features were located next to it before removing the artifacts from the site. In the lab, the artifacts are cleaned, pieced back together, photographed, classified, labeled, and catalogued into a database program. Later, the artifacts are analyzed and interpreted. I collaborate with findings from other experts and primary sources, if there are any, and then I write a report. Sometimes scientists come back to study artifacts again to reanalyze and reinterpret the human activities that created the site.

CWPT: **How do archeological sites help tell the story of Civil War battlefields?**

SP: By finding new sites, such as the locations of buildings that have long since disappeared, we have been able to more accurately construct what a particular battlefield looked like at the time of the fighting. In other cases, the distribution and patterning of military artifacts can also reveal the exact locations of artillery batteries or infantry firing lines. Of greater interest, the distribution and patterning of military artifacts has revealed the movement of troops in areas that were not documented in the historical records. In other words, not everything that happened on a battlefield was written down, so archeology has the potential of revealing things that happened during a battle.


EXCAVATION RECORDING FORM

This is a sample of an excavation recording form used by a private archeological company.

CWPT: **How does archeology relate to preservation (saving battlefield land)?**

SP: One of the principal contributions of archeology to battlefield preservation is identifying archeological evidence of battles on properties that currently aren't protected and which should be preserved.

CWPT: **What is "salvage archeology"?**

SP: Also known as "rescue archeology", this is a last minute attempt to recover archeological resources before they're destroyed by development.

CWPT: **What is the punishment for relic hunting on federal or Indian land?**

SP: According to the Archaeological Resources Protection Act of 1979, fines up to $250,000 and 5 yrs in jail. If the artifacts were found at a gravesite or if human remains were removed, it would be considered desecration of the gravesite, which would incur higher penalties. Most state and local governments have laws protecting their historic land from relic hunting as well.

CWPT: **Can you tell us a good archaeologist joke or funny story?**

SP: How many archeologists does it take to change a light bulb? Seven, one archeologist to put in the new light bulb and six to clean, conserve, describe, catalogue, analyze, and date the old one.

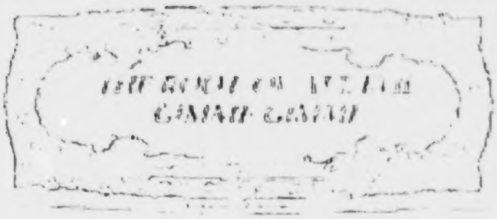
GRADE 8

Sticky Situation

Read the scenario below and then answer the questions on a separate sheet of paper.

It's a beautiful summer day, and you and your best friend are taking a shortcut through the Chickamauga & Chattanooga National Military Park to get to your favorite swimming hole. This shortcut through the historic Civil War battlefield saves you a lot of time, and on a sweltering hot day like this one, you're glad you know about it.

The two of you are running through the woods (you wouldn't take the trails...too many tourists!) when your friend trips and falls in front of you...towel flying in one direction and sack lunch in the other. You double over in laughter, but suddenly stop when something on the ground catches your eye. The big rock that your friend had tripped over is now dislodged, revealing an object that appears to be round and made out of metal.



You use your fingers to pry the treasure from the ground and excitedly proclaim, "Look what I found! I think it's an old button!"

"So ... big deal ... an old button," murmurs your friend, who is busy extracting leaves from her hair.

"Not *any* old button," you explain exasperatedly, "Don't you remember where we are? I think it's a button from the coat of a Civil War soldier! We've got to go tell someone from the park."

"Are you crazy?!" your friend yells, jumping up with a wild gleam in her eyes, "If we tell the park authorities, we'll have to turn it over. Let's keep it and start digging around here. There's got to be more stuff nearby, and it's probably worth a lot of money. We could sell it on the Internet and make a fortune!"

Stunned by the maniac in front of you, you slowly reply, "I don't think that's right."

"*Come on*, Goodie-Two-Shoes," your friend coaxes as she slips an arm around your shoulders, "We found it, and don't you think they have enough of this stuff already?"

✓ QUESTIONS

1. Should you and your friend keep the artifact and dig for more? Or, should you report your finding to the park authorities? Support your answer with at least two reasons.

2. If someone found out and reported you, could you be punished for taking artifacts from the battlefield? What would be your punishment?

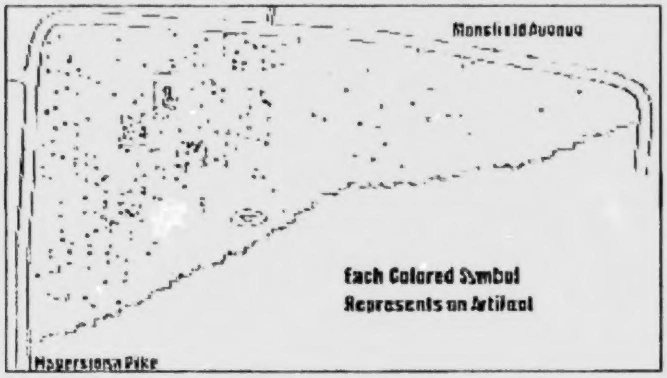
3. Are the artifacts worth a lot of money? Why or why not?

Archeologists Prove Historical Record Wrong!

GRADE 8

This assignment may be completed with a partner. You only have to turn in one sheet, but make sure both of your names are on it!

The two of you are part of an archeological team working at Antietam National Battlefield in Sharpsburg, Maryland. You have recently surveyed 25% of the original North Woods using metal detectors. You found 317 military artifacts – 217 artifacts from small arms, 83 artillery shell fragments, and 17 personal items. In addition, 50 artifacts were found such as horse tack, which may have been used by the military.



Map courtesy of National Park Service.

You have examined the artifacts and most of the evidence supports the documented historical record. There's one slight problem, though. Some of the clues prove that a portion of the historical record is incorrect.

To identify the incorrect statement, use the information in the historical record to draw a rough map in black ink. (It doesn't have to be perfect.)

Next, read through all of the artifact interpretations and place any information that you feel is relevant on your map in blue ink.

Hint: *Most* of the clues are not relevant to your mission. However, like any archaeologist, you must sift through the evidence to find the keys to unlock the mystery. When you have uncovered the mistake in the historical record, write it down under the map. Explain what evidence you used to help you. ***Take your time***, and remember to think like a detective!

GRADE 8

Historical Record of the Battle in the North Woods

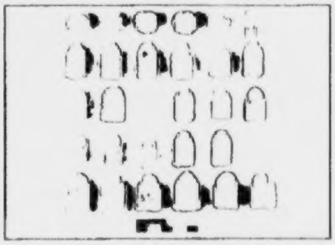
At dawn on September 17, 1862, a portion of Union General Hooker's First Corps advanced from their camps north of the North Woods. They moved south, through the North Woods, past the D. R. Miller farmhouse to the Cornfield beyond. The Miller farm was located approximately 400 yards to the south of the North Woods.

The Union advance was under small arms fire from Confederate skirmishers at the Miller farm, which was as far north as the Southern troops ever advanced. The Union advance through the North Woods was also under artillery fire from Colonel S. D. Lee's batteries near Dunker Church to the south and Major John Pelham's batteries on Nicodemus Hill to the west.

The intensity of the attack increased as the First Corps approached the Cornfield and was engaged in battle. Throughout the morning of the battle, Union forces used the North Woods as a staging area for the intense fighting to the south. In the late morning, the North Woods became a refuge for the survivors of the First and Second Corps returning from the devastation in the Cornfield and West Woods.

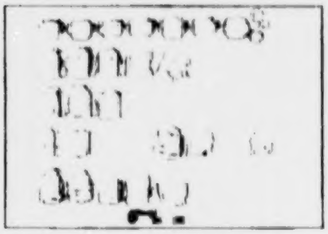
What Kind of Ammunition Did the Soldiers Use?

Both Union and Confederate soldiers used similar weapons. However, archeological evidence from the North Woods shows that Union soldiers were better equipped. Most used conical Minie? bullets used in rifled muskets like the U.S. Springfield and the English Enfield.



Union-dropped bullets. Courtesy of National Park Service.

The only soldiers to occupy the North Woods were Union. Unfired "Sharps" bullets were found in the western portion of the woods where members of the 2nd U.S. Sharpshooters or the 9th Pennsylvania Reserves dropped them while they were marching south.



Confederate-fired bullets. Courtesy of National Park Service.

The Confederates, however, were relying more heavily on outdated "smoothbore" muskets which fired .69 caliber round balls. These muskets had a range of about 100 yards. Officers used pistols that had an even shorter range. Archeologists found Confederate fired bullets in the North Woods. There were also some fired .58 caliber Minie? balls (Union ammunition) which were probably captured by Confederate General Stonewall Jackson's men during the attack on Harpers Ferry which occurred just before the battle of Antietam.

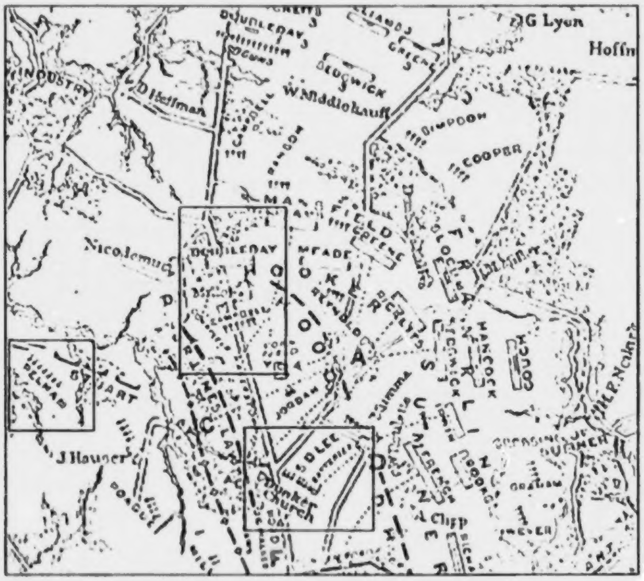
Answers

GRADE 8

The mistake in the historical record is that the Miller farm was NOT as far NORTH as the Southern troops ever advanced.

The truth is that the Confederates came closer to the North Woods than the Miller farm. This is because fired .69 caliber round balls and fired conical .36 and .44 caliber pistol bullets were found in the North Woods. Since they were FIRED bullets, we know that they were coming from Confederates because only Union troops occupied the North Woods.

The key is that smoothbore muskets, which used .69 caliber round balls, could only shoot up to 100 yards. The pistols had an even shorter range. Since the Miller farm is 400 yards away from the woods, the Confederate fired bullets from the smoothbore muskets and pistols would have never made it to the North Woods unless they were closer than the Miller farm.


G Lyon
Hoffm
DOUBLEDAY
SEDGWICK
W Middlekauff
D Hoffman
COOPER
Nicodemus
DOUBLEDAY
MEADE
HOOKER
HANCOCK
J Hauser
Dunker Church
Clipp

Map from Battles and Leaders II

✓SOME THINGS TO CONSIDER

What would have happened if this battlefield were lost to development? What would have happened if someone paved the North Woods? Or if a relic hunter had dug all the artifacts out of the ground without telling anyone? Would we have known that the historical record was wrong?

GRADE 8

Make the Past your Future!

Interested in a Career in Archaeology or Preservation?

The following is not a complete list of available resources, but it's a great place to start. Take advantage of the opportunities for students your age to volunteer and get firsthand experience. This will help you decide if would like to pursue a career in archaeology or preservation.

Archaeology

"Frequently Asked Questions about a Career in Archaeology in the US" – www.museum.state.il.us/ismdepts/anthro/dlcfaq.html

Society for American Archaeology, 900 2nd St., N.E., Suite 12, Washington, D.C. 20002; (202) 789-8200; www.saa.org

Simon Fraser University. Museum of Archaeology and Ethnology; http://www.sfu.ca/archaeology/museum/ask/

The Society for Historical Archaeology, P.O. Box 30446, Tucson, AZ 85751; (520) 886-8006; www.sha.org

Archaeological Institute of America, Boston University, 656 Beacon St., Boston, MA 02215-2010; (617) 353-9361; www.archaeological.org

American Anthropological Association, 4350 N. Fairfax Dr., Suite 640, Arlington, VA 22203; (703) 528-1902; www.aaanet.org

ArchNet, http://archnet.asu.edu

dig, archaeology magazine for kids, www.digonsite.com

Archaeology: A Step-By-Step Process. By the City of Alexandria, Virginia. http://oha.ci.alexandria.va.us/archaeology/ar-programs-atwork.html

Field Schools

Universities and colleges run field schools. They are great opportunities for students sixteen or older. In these schools, you get to participate in supervised excavation, laboratory work, and lectures. There is a fee, which includes food, lodging, and equipment for a five to eight-week session. Students also cover their own transportation costs. **Write or call Kendall-Hunt Publishing Co., Order Dept., 4050 Westmark Drive, Dubuque, IA 52002; (800) 228-0810** for the Archaeological Institute of America's field school bulletin. The $15 list includes opportunities for volunteers, staff positions, field schools, general archaeological information, and the names and addresses of state archaeologists. Academic credit is often given.

Amateur Archaeological Organizations

These organizations conduct summer or weekend excavations. They usually have many competent archaeologists as members and publish a newsletter with reports of archaeological excavations. To locate your local, regional, or state archaeological society, contact your state archaeologist or the chairman of the Anthropology Department of a nearby university.

Preservation

National Park Service - www.nps.gov/personnel
This website features general information, a career guide, general employment information, OPM job announcements, seasonal employment opportunities, internships, Volunteer-in-Parks information, and contact information.

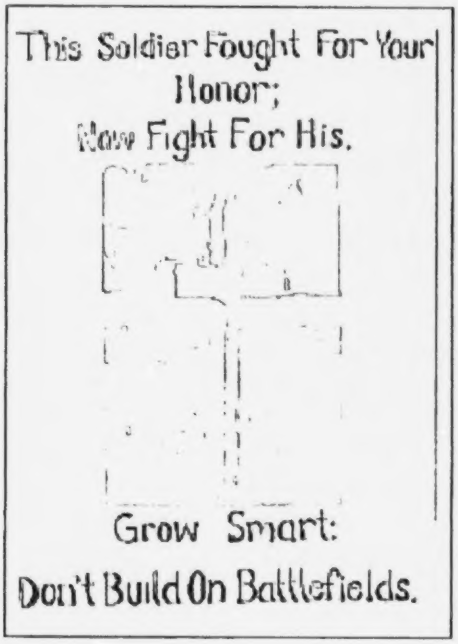
National Park Service's National Center for Preservation Technology and Training – Clearinghouse – www.ncptt.nps.gov/pttinfo_about.stm
This website features preservation Internet resources, preservation training and education, and preservation job openings, among other things.

National Council for Preservation Education – www.uvm.edu/histpres/ncpe/
This website features a guide to academic programs in historic preservation and related fields, NCPE sponsored internship listings and other employment opportunities, and resources for preservationists.

www.epreservation.net - This website features information on education, partnerships, networking, trades, and resources in the field of preservation.

Preservation

GRADE 11


This Soldier Fought For Your Honor;
Now Fight For His.
Grow Smart:
Don't Build On Battlefields.

"If we would build houses or factories on the battlefields we would start to forget about the battles and forget about all the people who fought in them."

— Quote from a fourth-grader

GRADE 11

Teacher's Eyes Only:

Objectives:

- Students will learn why preservation of Civil War battlefields is important.
- Students will compose a persuasive letter.
- Students will plan an activity that benefits preservation.

Homework for the night before the lesson on battlefield preservation:

Give your students the sheet called "**Why Preserve Civil War Battlefields?**," "**Thoughts on Preservation,**" and "**Echoes from the Past.**" Ask them to read these pieces for homework.

Lesson on Preservation

Take a few minutes to discuss the homework in class and make sure your students understand it. It might be helpful to write a few key points on the board.

Show the History Channel video on Civil War battlefield preservation that is in the CWPT Traveling Trunk. You may also order the video from the History Channel. Go to www.historychannel.com and click on "Videos by Series." The video is in the Save Our History series and it is entitled "Save Our History: Civil War Battlefields."

Pass out the interview with Cameron and have the students read it. While they're reading, pass around the preservation poster that was drawn by an 11th grader and the two pictures of Salem Church, Virginia – then and now. (If you like, you may also play the Joni Mitchell song entitled "Big Yellow Taxi". Amy Grant also recorded it. Song lyrics are attached.)

Ask the students to write letters to the members of Congress from your state. You will need to get the addresses in advance. Tell them that they should talk about why they think Civil War battlefield preservation is important. They should encourage the member of Congress to vote for bills that support Civil War battlefield preservation. Students should also mention the Civil War battlefields in the member's state. (If you are a member of Civil War Preservation Trust, you can find information about appropriate legislation in *Hallowed Ground* magazine.)

Make sure your students address the letters as follows:

The Honorable __________
United States Senate
Washington, DC 20510

The Honorable __________
United States House of Representatives
Washington, DC 20510

If you don't know your representatives, visit your library or www.vote-smart.org/index.phtml. Type in your Zip Code, and Vote Smart will tell you how to reach all of your representatives.

When finished, students can get into small groups to brainstorm about activities to preserve battlefields (if time allows). If you run out of time, this assignment can be homework. Collect the assignments the next day. Time permitting, you can vote on the most interesting (and achievable) project to support battlefields.

From BIG YELLOW TAXI

GRADE 11

They paved paradise
And put up a parking lot
With a pink hotel, a boutique
And a swinging hot spot
Don't it always seem to go
That you don't know what you've got
Till it's gone
They paved paradise
And put up a parking lot

They took all the trees
Put 'em in a tree museum
And they charged the people
A dollar and a half just to see 'em
Don't it always seem to go
That you don't know what you've got
Till it's gone
They paved paradise
And put up a parking lot

—Joni Mitchell, BIG YELLOW TAXI
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Publishing, 8 Music Square West, Nashville,
TN 37203.
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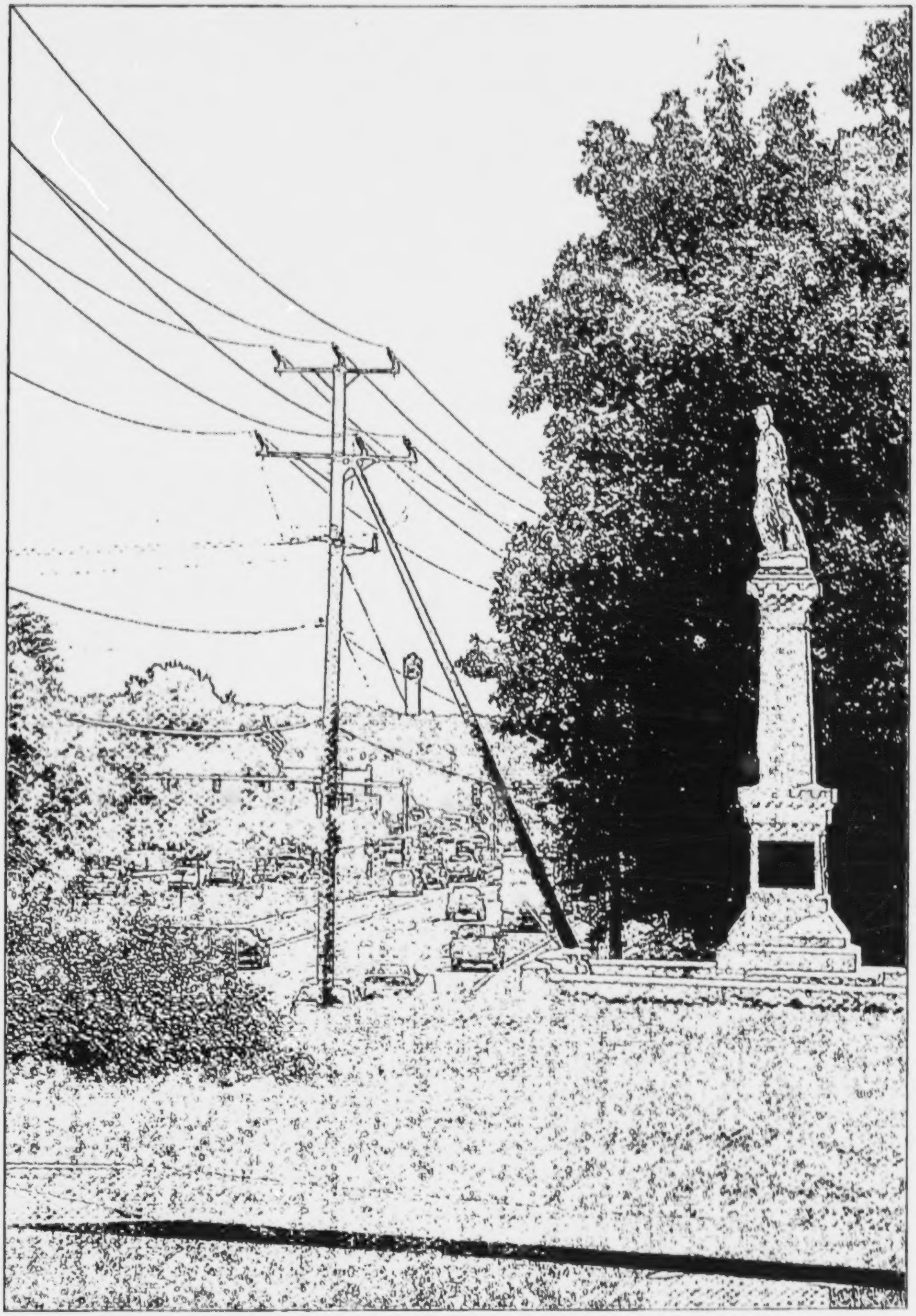
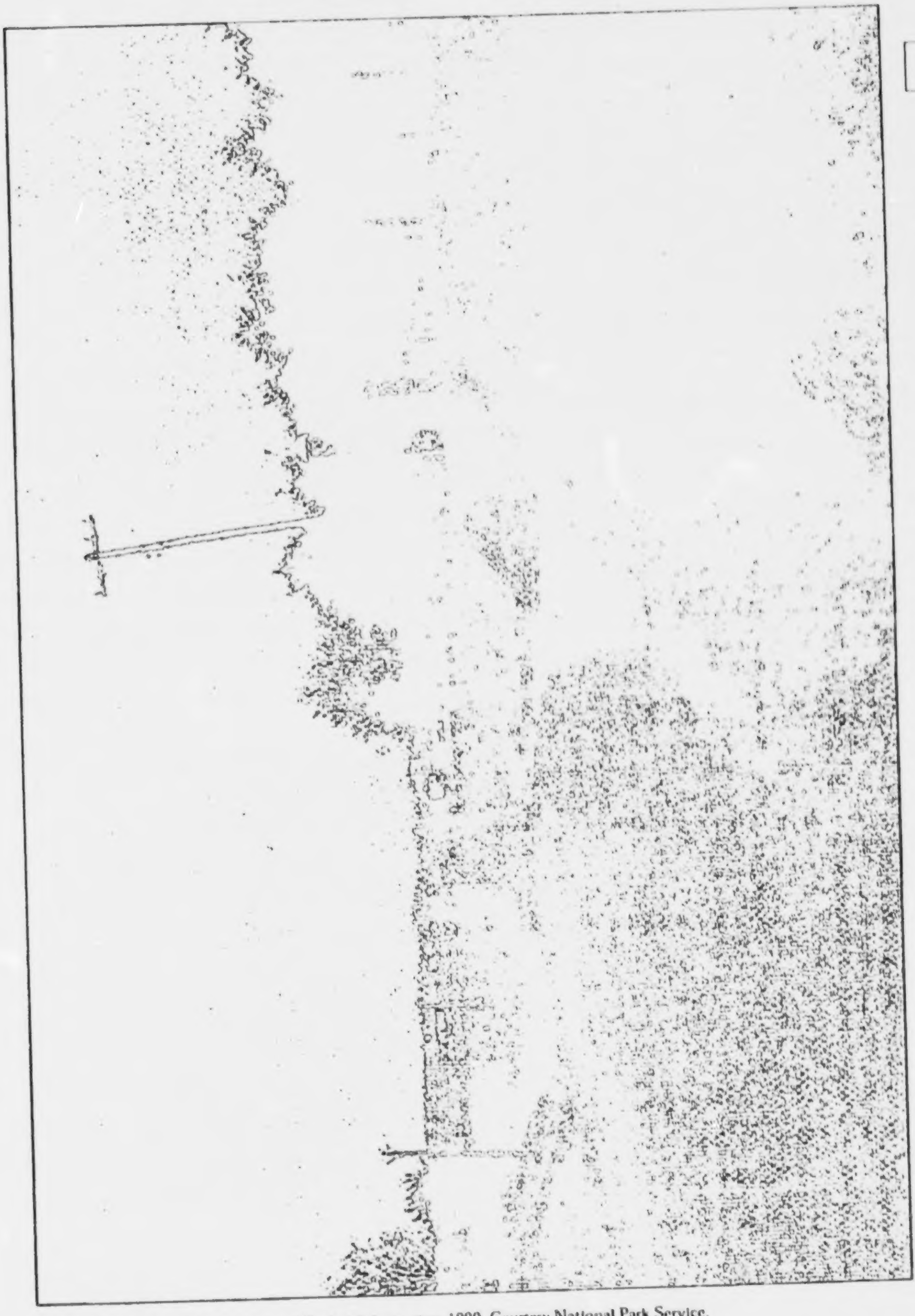
GRADE 11



View of Salem Church, Virginia, today. Courtesy National Park Service.

GRADE 11



View of Salem Church looking toward Fredericksburg, circa 1900. Courtesy National Park Service.

GRADE 11

Brainstorming:

How Can I Save Battlefields?

There are two main ways students can preserve battlefields: advocacy and fundraising.

When you **advocate** for something (like battlefield preservation) you speak or act in favor of it. ***You do something to get someone's attention and then explain why a change needs to take place.*** For example, you (and everyone in your class) can send a letter to your congressperson. If this person receives dozens (or hundreds) of letters about the same topic, it's bound to get their attention. Demonstrations and congressional visits are also forms of advocacy.

What are some ways that you can advocate for battlefield preservation?

Fundraising, obviously, means raising money. When you raise money, you need to think about the people you're trying to get money from. A community fundraiser might provide a service for the community, in exchange for money. (For example, having a car wash in the mall parking lot. Or, wrapping presents for Christmas. Or, having a bake sale.) A student fundraiser might be something fun. (For example, sell chances to dunk the principal in a dunk tank!)

What are some of your best fundraising ideas?

Before you can do either activity, you have to be able to explain to other people exactly what you want to do. Pull out your worksheet on "How to Write a Persuasive Letter". You've already outlined three reasons to save battlefields and three consequences for not doing so.

How can you make sure that people who participate in your fundraiser are aware of these facts?

Don't have the time to brainstorm preservation activities? Here are some ideas you can share with your classroom.

Give extra credit (or high school community service hours) to your students if they attend the Civil War Preservation Trust's annual Park Day, where maintenance work is done on your local battlefield. (See www.civilwar.org for date and locations.) Have them write a one-page summary of their experience. If your local Civil War battlefield is not participating, give us a call, and we'll see what we can do!

Start a Preservation Society or club at school that might be able to put some of these ideas into reality.

Your class can **join the Civil War Preservation Trust** for $35 a year. You will receive our quarterly magazine, which has Junior Pages for kids and appeals that will let you know which battlefields we are trying to save.

Stage a Civil War event at your school and invite a local representative. (They love to get their name in the paper. This would be good PR for them.) Enlist Roundtables and reenactors.

Start a letter-writing campaign or have students sign a petition. Make sure you do your research about a local battlefield in peril. Information about this event could be posted in the lunchroom or another visible, high-traffic area.

The following are ideas for fundraisers. It's better to raise funds for a specific battlefield because the students can actually learn about and see pictures of what they're helping to save. They'll also be able to track its progress. You can find a battlefield in need by checking the classroom section of (www.civilwar.org) under "Student Battlefield Fundraisers."

Put a money jug in your classroom for a couple of weeks. You could extend this fundraiser to the whole school and have your students make posters with information about the battlefield on them. The students could alternate shifts at a table in the lunchroom with a jug and the posters.

Host a bake sale or a car wash or, you can have the students **bake and sell hardtack** to their peers at school with a flyer describing what it is. (Advise students not to eat the hardtack!)

Create an event around a holiday. For example, for Presidents' Day, which future presidents fought in the Civil War? Offer a prize for students who get it right!

Create a "kid brochure" for a local Civil War battlefield. Have the students distribute the brochure at a **tour of the battlefield**, advertised in the newspaper or other media outlet. (If you ask, some radio stations will give public service announcement spots for free. Just give them a lot of advance notice.) Invite the newspaper. Parents and community members could tour the Civil War battlefield through the kids' eyes. This would take research, of course.

Host a debate between Civil War personas or about lively Civil War topics. Your students could be the debaters, or you could ask community Civil War scholars to debate on a panel while the students moderate. If you have any Civil War Roundtables in your community you could invite them. Or, invite reenactors. (Your debate is SURE to be lively then!)

Collect your community's Civil War stories and produce a newsletter for the community to purchase at minimal cost.

Put on a performance using local Civil War information, or **create a large poster** of local Civil War information and pictures to display in a prominent place with a donation box.

Organize a living history presentation or dramatic performance for parents and people of the community. Use simple costumes and period food. Some students could research a Civil War persona (use some from the curriculum) and write a script to memorize and perform. There could be a series of vignettes; make sure many different perspectives are included. Get the audience can be involved. Ask the English and drama departments for help. Other students could be in charge of admission fees, food, etc.

You can **have a Civil War era dance**. You will need food and decorations. You could ask a reenactor band to play for the dance. Get the PE department involved and have them teach the students period dances. Students in your class could produce flyers on period dress, period etiquette, flirting with fans, etc.

Host Blue and Gray Day – a Civil War event for the community run by your class with great help from reenactors. You could have period food, arms demonstrations, encampments, music, medical demonstrations, signaling demonstrations, living historians, etc.

For larger events, advertise in the community through local newspapers or magazines, public service announcements, community bulletin boards, local radio and TV, friends groups, historical societies, roundtables, parks, and sites.

Invite the press and local politicians.

If the events are going to be quite large, consider parking /traffic control, first aid, and police help. Also, reenactors might be able to loan some period clothing. You can ask a community designer and printer to donate their services. Many community businesses or community educational institutions will sponsor events or donate services or food.

Let us know what your students are doing for battlefield preservation! There's a good chance that we could feature them in our magazine and on our website. Contact us before the event and afterwards, and send as much information and pictures as you can! We can always return them after they've been scanned.

Civil War Preservation Trust,
11 Public Square, Suite 200,
Hagerstown, MD 21740

Why Preserve Civil War Battlefields?

GRADE 11

The American Civil War was the catalyst for many changes throughout our country – some good, some bad. We freed 4,000,000 slaves. We became a united country instead of a collection of states. We strengthened the federal bureaucracy and increased the national debt; we collected the first income tax. We damaged millions of dollars worth of property. And, the North gained the edge in political power. The Civil War was also the bloodiest conflict in American history. When the war ended, 625,000 soldiers and 50,000 civilians had died, leaving 200,000 widows. More Americans died in the Civil War than in nearly all other U.S. wars combined. If the same percentage of the American population died today that would be 5,000,000 people. In addition, 500,000 soldiers returned home wounded or crippled.

Approximately 10,500 battles and skirmishes were fought across the country during the Civil War. A 1993 Congressional Study decided that 384 of these Civil War conflicts were highly significant influences on the course of our nation's history. More than 70 of these battlefields have already been lost forever. Few have been protected. In between lie vulnerable sites, places where Americans gave their lives fighting for their visions of freedom, places that are now threatened by bulldozers and backhoes. The battlegrounds that these soldiers fought and died on should be protected. How can we, in good conscience, pave this land into oblivion?

Why preserve Civil War battlefields? Because they define us as a nation. The Civil War was fought on American soil. We live among its battlefields and monuments. Movies are still being made about the it, and there are hundreds of Civil War books written every year. The headlines that reflect our everyday lives still grapple with issues of racism and government control that sparked the war in the first place. The legacy of the war is still with us. For us to appreciate the dream of the future, we must understand our past.

A shopping mall or townhouse development can be built practically anywhere. A battlefield cannot. Battlefields require no costly infrastructure (like roads and sewers). Unlike many corporations, they become permanent resources. They are valuable to their communities in many ways. Battlefields provide historical roots – a tangible link to the community's past. Battlefields help a community retain historical uniqueness, and this builds community pride.

Battlefields also provide an opportunity to attract visitors. Americans visit Civil War battlefields and historic sites in ever-growing numbers. Not only does visiting these sites evoke an emotional understanding of the soldiers who fought there, it is an important income-generator for counties, cities, and states. In a recent study to demonstrate the value of Civil War tourism to Virginia, it was found that the average Civil War tourist spends almost $300 more than the other tourists and stays longer. Battlefields increase the quality of life for a community.

The Civil War Preservation Trust has helped to preserve thousands of acres of battlefield land at many Civil War sites across the nation, but we are in a race against time. As Richard Moe, President of the National Trust for Historic Preservation notes, "Because they remind us of where we came from and help us understand and appreciate the richness of our shared heritage, historic places are essential. But they're also fragile – and once they're lost, they're gone forever."

Thoughts on Preservation

GRADE 11

These quotes are from different high school students across America. Read how students your age feel about Civil War battlefield preservation.

If we eradicate everything that gives the stories in our history books substance, what will our children know of this great conflict but the faded paintings in their high school history textbooks?

Developing Civil War battlefields can be equated with burning the flag.

Each time we destroy one of them, we destroy a part of ourselves.

"Duty is the most sublime word in the English language," said Confederate General Robert E. Lee. And now this duty of safeguarding our past falls to us. It is our responsibility, our noble and sacred task.

A site teeming with history and artifacts cannot, in good conscience, be suffocated with concrete and commercial buildings. The experience of setting foot on the grass of a battlefield, feeling the wind that brushed the soldiers, and resting on the rocks on which they perished renders an emotional empathy completely absent from any virtual tour or written word.

History happened here!

Uprooting these historical foundations will slowly eradicate the origin of our unity.

...neither can we truly connect with our nation's past if the settings of our country's greatest war exist only in the words of historians.

Honor our nation's photo album.

Today, Civil War battlegrounds are threatened by the very descendants of those who fought so courageously on them.

I visited the battlefield at Gettysburg with my family. This experience was one of the most important of my life. While there, I ran down the very hill where 131 years before, my personal hero, General Joshua Lawrence Chamberlain and his brave Twentieth Maine had charged and helped save the nation. I was able to run my fingers through the very soil where the blood of so many martyrs had once flowed. That visit to Gettysburg was much more than a learning experience for me. It was an awakening that forever emblazoned the Civil War upon my own identity; from then on, the ancient struggle was no longer an interest but a part of who I am.

A picture may be worth a thousand words, but a battlefield is worth a thousand Civil War lectures.

We inherit what those men laid down their lives for, and it is left to us to preserve their memory.

The United States has been built metaphorically on battlefields.

A site teeming with history and artifacts cannot, in good conscience, be suffocated with concrete and commercial buildings. The experience of setting foot on the grass of a battlefield, feeling the wind that brushed the soldiers, and resting on the rocks on which they perished renders an emotional empathy completely absent from any virtual tour or written word.

Uprooting these historical foundations will slowly eradicate the origin of our unity.

Battlefields breathe life into history.

Echoes from the Past

By Candace Coffman, High School Student

GRADE 11

Every ten minutes, America loses one acre of a Civil War battlefield to development. Miles of pavement dissect these hallowed grounds just as our nation once divided itself. In his famous Gettysburg Address, Abraham Lincoln declared, "The world will little note, nor long remember what we say here, but it can never forget what they [the soldiers] did here." Each development over consecrated battlefields leads our nation to forget the struggles of those honorable soldiers.

If we pave the gently sloping hills and dense forests, every American loses the opportunity to merge with history. Someone pauses under a pecan tree where General Jackson fervently prayed before battle. The visitor meanders beside an entrenchment where a blue-clad soldier died for his cause only three days before his eighteenth birthday, his cry echoed in the scream of an overhead eagle. Before leaving the battle site, the person lingers before an unharvested field. The swish of wool uniforms replays in the whispers of the grain.

Rather than coming from a preserved battlefield, perhaps these whispers fall from footsteps that stride down concrete stairwells of a modern strip mall. Tourists who once traveled across the nation for a glimpse of history do not journey to be crowded amongst freshly cleaned windows and recently buffed tile. The descendant of a fallen soldier does not pay homage to his dead at the door of a contemporary coffee shop. The traces of our American heritage can no longer be seen or heard. Indefinitely buried, the remnants' fading cry asks us to grow smart; don't build on battlefields.

The clock persistently ticks down ten minutes. How will we help protect America's history? The fate of every acre rests in our hands.

Our Civil War battlefields
are being destroyed
at a rate of one acre
every 10 minutes.

Kids & Preservation

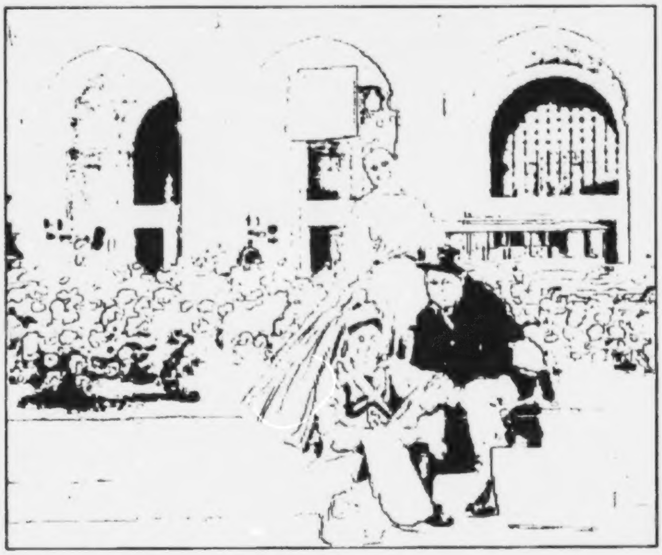
GRADE 11

Cameron Larson is a seventeen-year-old from Virginia. We met Cameron when the Civil War Preservation Trust was encouraging Congress to allocate $37 million from the Land and Water Conservation Fund (LWCF) for Civil War battlefield preservation. (That sounds like a lot of money, but remember … land is very expensive!)

Posing at the Congressional Press Conference.

Cameron and his friend volunteered to help walk the halls of Congress and pass out old-fashioned invitations to the members of Congress and their staff. The invitations were to a press conference explaining the urgent need to preserve Civil War battlefield land and asking the members of Congress to support the allocation. Cameron not only passed out invitations in full Confederate uniform, but he also spoke with a number of members regarding the specific Civil War battlefields in their state that needed to be saved. He was a big hit, because every time he walked into an office, they had already heard about him!

Cameron is a member of the Southern Guard Living History Association. As a part of his activities, he portrays an infantryman at reenactments and other events. He educates the public on the everyday life and work of a standard infantryman through talks, demonstrations, and displays of equipment. Cameron has also participated in three battlefield preservation marches to raise money for threatened Civil War battlefields.



Tired, but smiling after walking the halls of Congress.

Teacher's Eyes Only:

GRADE 11

Objectives:

- Students will identify endangered battlefields and learn the Civil War Sites Advisory Commission's preservation priority ranking system
- Students will learn about the preservation successes of the Civil War Preservation Trust in their state. (May not apply.)
- Students will create a plan for battlefield preservation.
- Students will learn the step-by-step process of preservation at Bristoe Station.

Homework for the night before the lesson on battlefield preservation:

Give your students the battlefield preservationist interview and the "**Civil War Battlefield Preservation**" assignment. Ask them to read the interview and complete the assignment for homework. There are two versions of the homework assignment. You'll need to do question #1 in advance to see if your state has any endangered battlefields in it. If not, give the students the shorter assignment.

Answers to "Civil War Battlefield Preservation":

The answers to questions 1-5 will vary depending on your state. You will have to look up those answers in advance. (Go to www.civilwar.org.)

A.P. Hill's corps attacked the Union army without proper reconnaissance and as a result, two brigades were practically destroyed and a battery of artillery was captured.
Priority I - I.3 Class B classification means that Bristoe Station had a direct influence on the course of the campaign. The integrity (how close it is to its original state) and condition of Bristoe Station is good to fair and the threats are high to moderate.

Lesson on Battlefield Preservation

Hand out the "press release" entitled "**New National Parks Website Makes National Parks Obsolete**". Let the students read it, and then make sure that they all know that it's satire. Point out that although it was funny, it's very possible that soon, there will be no more battlefields left to visit if we don't preserve them now. (Article courtesy of The Onion, www.theonion.com.) (You will enjoy the Onion, but it is meant for adults 18 and over. This article, however, is safe.)

Hand out the assignment called "**Save Bristoe Station!**" When the students bring you their papers, hand them the explanation sheet that corresponds with the player that they chose to call first.

At the end of class, tell the students that if they are interested in a career in the preservation field, they can pick up information as they leave the room. Hand out copies of the "**Make the Past your Future! Interested in a Career in Preservation?**" sheet.

Chatting with Noah Merkham

GRADE 11

Noah Mehrkam
Director of Real Estate
Civil War Preservation Trust
1331 H Street, NW
Suite 1001
Washington, DC 20005

CWPT: **How and when did you get interested in Civil War battlefield preservation?**

NM: I lived in Harpers Ferry, West Virginia until recently, so I guess I grew up around history. I've always loved Civil War history. When I was a kid, I wanted to become a developer and create. When I got older, I gained an appreciation of undeveloped land and determined to create parks instead of structures. I decided to enter the battlefield preservation field when I was in college.

CWPT: **You wanted to be a developer, but now you fight developers?!**

NM: Just developers who are trying to develop Civil War battlefield land! I guess life Can be pretty ironic sometimes.

CWPT: **What is the best thing about your job?**

NM: I like knowing that the things I'm doing today will last forever. One day, I'll take my grandchildren to see the land that I helped preserve.

CWPT: **That's deep, Noah.**

NM: I also get to be outside a lot, which is pretty cool.

CWPT: **What is the hardest thing about your job?**

NM: Getting people to understand that we don't have unlimited funds.

CWPT: **With limited funds and approximately 10,500 Civil War battlefields, how do you decide what to preserve?**

NM: We use the Civil War Sites Advisory Commission Report on the Nation's Civil War Battlefields as our guide. The Congressional study identified 384 principal battles and classified them according to their historic significance and threat of development.

CWPT: **Do you work alone in the preservation process, or do you have partners?**

NM: We definitely work with partners. Our partners are from the federal government, like the parks of the National Park Service and the American Battlefield Protection Program (NPS); state governments, like state parks and state historic preservation offices; and local governments, like county parks and recreation departments. We also partner with national and local non-profit preservation groups, local "friends" groups (local citizens who support a particular battlefield – like the Friends of Gettysburg or Friends of Chickamauga), and the private sector.

CWPT: **How is the price of a piece of battlefield land determined? What's the average price for an acre of battlefield land? Where do you get the money to buy it?**

NM: The price of a parcel of battlefield land is not determined by its historical significance. The appraisal of the land considers factors such as its zoning – what can it be used for? It also considers the proximity of the land to population centers, the price of land in the area, the land's potential for development, and its location. The average price for an acre of battlefield land is $4,500. The money we use to purchase battlefield land comes from:

- Matching federal grants (this means the organization has to raise money in some ratio to what the government gives you)
- The Land and Water Conservation Fund,
- TEA-21 grants, which are allocated by state governments,
- State appropriations,
- Local government appropriations
- Public sector grants
- Private foundations
- And, of course, from donations from our members.

CWPT: **What if you need time to gather the money? What tools do you have that buy time?**

NM: An **option** on the land gives you the right to purchase a property at a specific price by a specified time. The landowner and land trust agree on a sale price at a set time in the future. If the funds are raised in time, the option is exercised; if not, the option is allowed to expire. During the option period, the land cannot be sold to any other buyer. A **right-of-first-refusal** is an agreement between the landowner and the land trust that the land trust will have a specified amount of time to match an offer on the property before it is sold. This right can be purchased by the land trust or donated by the landowner; it can be used to prevent the sale of the property to developers while funds are raised to buy the land.

CWPT: **What happens to the property after you purchase it?**

NM: We don't keep the land because we're in the business of preserving it, not maintaining it. You also have to pay taxes on land, and that gets expensive. We usually donate our share of the battlefield land to a partner in the purchase, one that has proven its stability and willingness to preserve the land's integrity.

Actually, before we give our land away, we put an **easement** on it. Conservation easements (called open space, historic preservation, or scenic easements) are legal agreements that restrict the development that may take place on a property. The owner retains title to the property. You are buying the right of the owner to do things such as develop, build, or subdivide the land. Easements are permanent, so if the owner sells the land, the restrictions remain with the land. Easements can be donated by the owner (which gives the owner a tax incentive) or they can be purchased for 30-60% of the outright purchase value of the land.

We also put a **reverter clause** in the easement so if the local group that now owns the land goes bankrupt, the land comes back to us

CWPT: **That's a lot of work! In what other ways do you promote preservation?**

NM: I speak at conferences and seminars about land preservation techniques and funding sources. I also help with TEA-21 grant proposals to preservation groups around the country. I also educate federal, state, and local elected officials about land with historical significance in their area and the urgency and benefits of battlefield preservation. And, I encourage Congress to pass significant federal legislation protecting battlefield lands, such as the state-run ISTEA and the TEA-21 and the allocation of funds from the Land and Water Conservation Fund.

CWPT: **What are ISTEA and TEA-21?**

NM: ISTEA and TEA-21 were provisions in the federal transportation bill to set aside significant funds to preserve cultural, historical, and aesthetic resources for the benefit of communities because they knew that the construction of roads and railways could sometimes have a detrimental effect on communities.

CWPT: **Can battlefield preservation ever get cutthroat? Why?**

NM: Definitely! There was a landowner who bulldozed earthworks on his property because he didn't want preservationists to interfere with his selling the land to developers. In another case, the county school board in Franklin, Tennessee, was planning to build a new school on part of the Franklin battlefield. A local preservation group found numerous other sites, but the county chose to condemn the property and build anyway. The site was destroyed. Some communities choose to sacrifice history to development. Preservation gets cutthroat because money is involved, and, we are in a "race for space. "

CWPT: **Can you tell us a funny story about battlefield preservation?**

NM: Oh yeah. We have a matching grant for a parcel of land at Reed's Bridge in Chickamauga, Georgia. We can't buy it because the owners are two sisters who hate each other and can't agree who to sell the land to. And once, I went to look at another property and the 86-year-old female owner told me that she used to sunbathe nude in the earthworks.

Civil War Battlefield Preservation

GRADE 11

You must use the Internet to complete this assignment. If you don't have a computer at home, go to a friend's house, your community library, the school library, or the school computer lab. Do your work on a separate sheet of paper.

Go to the Civil War Preservation Trust's website at www.civilwar.org. Click on "Preservation." Click on "Other Endangered Battlefields." Read the page and then click on your state.

1. List the endangered Civil War battlefield(s) in your state.

2. Which battlefield(s) has the highest threat from development in your state?

3. Which battlefield(s) was the site of the most important battle in your state?

Go back to www.civilwar.org/Preservation.htm. Click on "Preservation Accomplishments" and then click on "Recent Battlefields Saved by CWPT".

4. Has the Civil War Preservation Trust saved any battlefields in your state? Which ones?

Go back to www.civilwar.org/Preservation.htm. Click on "Battlefields CWPT is Saving NOW!"

5. Is the Civil War Preservation Trust in the process of saving any battlefields in your state? Which ones?

Go to www2.cr.nps.gov/abpp/battles/va040.htm and read about Bristoe Station for tomorrow's activity.

6. What was A.P. Hill's mistake at Bristoe Station?

7. What does the preservation priority classification at Bristoe Station mean? (You'll need to go to http://www2.cr.nps.gov/abpp/cwsac/cwstab1.html and http://www2.cr.nps.gov/abpp/cwsac/cwstab6.html for the answer.)

GRADE 11

Civil War Battlefield Preservation

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GRADE 11

the ONION®

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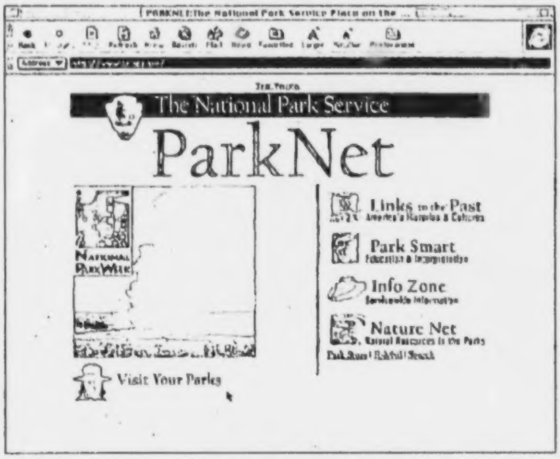
New National Parks Website Makes National Parks Obsolete



WASHINGTON, DC—In an effort to make America's natural wonders available to all citizens, the Department of the Interior announced Monday the creation of a $2 million National Parks Website.

The new website clears the way for the wholesale development of the parks: Next Monday, bulldozers will begin leveling more than 100,000 square miles of pristine, federally protected national parkland, finally making it available for industrial use.

Jack Holm, designer of the website, believes nature lovers will find it superior to the real parks in every way. "You will experience the same grand mountains, lush grass and wide variety of fauna, without ever leaving your home," he said. "And when you spot an animal on your cyber-tour, like a majestic elk, you can click on the elk and access information about its habitat and diet. Elks in the wild do not offer this option."

The website, located at www.natparks.gov, will feature 72 pixels-per-inch photos of parks and "hyper text" on the parks' histories and wildlife. It will also offer camping options, with which visitors can set up a "virtual campsite" inside a national park and watch a quick-time movie of the setting sun while RealAudio playback of crickets and coyotes runs at 44.1 kilohertz.

"We digitally enhanced actual recordings of coyotes from Arizona's Saguaro National Park," Holm said. "It should sound better than the real thing."

According to National Parks Destruction Chief Lew Hoffson, countless grizzlies, moose and bison will be incinerated when the 750,000-acre Yellowstone National Park is slash-burned to make room for what he says will be the nation's largest factory outlet mall.

"Yellowstone, like the other national parks, has proven to be a huge financial burden to taxpayers, costing more than $200 million a year to maintain," Hoffson said. "The new Yellowstone Factory Shoppes, on the other hand, are privately funded and should be immensely profitable right from the word go. It just makes sense."

The economic advantage of massive, unregulated development of the parks was only one reason for the website move. Safety was also a factor.

"Every year, between 30 to 40 national parks visitors are killed in accidents, ranging from animal attacks to falls off cliffs," Holm said. "The website will be far safer, with the greatest danger posed to visitors being possible neck and back strain from prolonged sitting at the computer station." To avoid such discomfort when visiting the new cyberparks, Holm strongly advised taking a "stretch break" every 15 to 20 minutes.

Yet another advantage of web-based camping will be the chance for visitors to enjoy interacting with talking, anthropomorphic wildlife, such as PC Puffin, a friendly, wise-cracking aquatic cartoon bird who gives visitors tours of Alaska's Denali National Park. "Non-cyberparks do not feature puffin-led tours, for in real life animals do not talk," Holm said.

U.S. Parks Department officials said the department is also planning an endangered-species website, enabling people to observe and study rare species on their computers. Once the website is up and running, the actual endangered animals will either be allowed to die out naturally in captivity or be killed off wholesale by poachers.

U.S. Sen. Spencer Abraham (R-MI), who sponsored the legislation, said that he and his family are planning a trip to the National Parks website this July. "We've never been to Yellowstone," he said, "and I understand we'll be able to download a sound effect of hot, splashing water digitally recorded right at Old Faithful. We're very excited." ⊘

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Save Bristoe Station!

GRADE 11

You are Noah, Director of Real Estate at the Civil War Preservation Trust. You just got a call alerting you to a threat at Bristoe Station in Virginia. Of course, being the Civil War buff that you are, you are familiar with the history of Bristoe Station and realize that it's a high preservation priority.

Who should you call first to see if there's even a chance that you could negotiate a deal to save the land? The property owner? The developer? The county planners? Which player would be most receptive to your mission? You don't know when the development is scheduled to begin, so you have to move fast.

Choose someone to "call" and then, on a separate sheet of paper, tell me why you chose the person(s) you did and why you didn't choose the other two. Next, I want you to create a scenario in which the land is saved. Be sure to include all the steps along the way that you use, beginning with your first "call." You may refer back to the interview with Noah for help.

When you are done, turn in your paper and tell the teacher whom you chose to call first. Your teacher will give you a sheet that will explain what truly happened at Bristoe Station.

You will be graded on your ability to create a viable step-by-step plan to save the land. **There are no right or wrong answers**. Battlefield preservationists deal with uncertainty every day; each situation is different, and often, the course they take depends on who is a friend of preservation and who is not.

Go to it ... the fate of Bristoe Station rests in your hands!

Property Owner

GRADE 11

You made a good decision when you decided to call the property owner first. If the developer hasn't already purchased an option on the land and the owner is friendly towards preservation, she might donate or sell you an option on the property or a right-of-first-refusal. You can also bet that the average citizen is supportive of historic preservation. The owner might not know just how significant her historic land is, or she might not know that it has historic value at all. It's smart to think that most people wouldn't want to destroy something so valuable and precious to our nation's history. Besides, most people also enjoy open spaces; why wouldn't the owner be glad to know that a historic battlefield park was created from her land? Also, you probably decided that there was a greater chance that the county planners and developer would be against preservation than the owner. That was excellent thinking because many county planners are more concerned with promoting development and growth within their communities. Many county planners don't know that historic battlefield land can actually make them money, and that the development that they think will net a surplus usually costs them money. Developers are often driven by money, and certainly don't want to give up part of their money-generating land to historic preservation. They often don't realize that they too can benefit from historic preservation on their new property in many ways.

Well, none of the above was true in the case of Bristoe Station. The owner seemed hostile to preservationists. She knew that her land had enormous historic significance, but she had petitioned the state to take her property off the Virginia State Historical Registry. She was known to get angry with the trespassers on her property that came to see the historic land or relic hunt. One day, Noah was walking on the outskirts of her property to get a better look at it, and she shot at him!

Noah first heard about the threat to this 338-acre property, which includes core battlefield land, from the Prince William County planners. They called him soon after the developer, a large national homebuilder, submitted a draft site development plan. He had closed a land deal in Prince William Country before, so the county planners knew him, and they were friendly toward battlefield preservation. Apparently, the owner had sold an option to the developer, and the contract depended on whether or not the developer's rezoning request would be approved by the county planners and county board of supervisors. The property was originally zoned for agricultural use, but the developers wanted it rezoned for residential use.

The county planners contacted the developers as well and set up a meeting. The initial meeting was between the county planners, the developer, the lawyers, and the Civil War Preservation Trust. The developer had a reputation to protect and wanted to do the responsible thing. They had heard of what the Civil War Preservation Trust had done in the past and knew that it would oppose their rezoning request. The developer didn't want a fight on their hands and the associated bad publicity, but were willing to work together so the Civil War Preservation Trust would support their request for rezoning. Noah asked them to preserve the most significant area – the core battlefield – where the heaviest fighting took place. Historians looked at the property from adjacent lots and drew in troop movements, etc. until they were sure where the parcel of the property that was not only the most significant part of the property but of the entire battlefield was located.

Noah told the developer that the Civil War Preservation Trust wanted 127 of the 338 acres. They agreed to give CWPT the land, which is worth approximately $1 million. They also agreed to provide money to maintain the land plus extra funds to create paths and an interpretive area. In return, the county planners will allow the developer to build at a higher densi-

GRADE 11

ty to make up for the space they lost. The developer benefited in a few other ways as well. Their infrastructure (sewage, roads, sidewalks, etc.) costs will be significantly lower since they aren't developing the whole property, and the value of their homes will be higher due to their proximity to a historic park full of rare open space.

It was fortuitous that the county planners were friends of preservation and knew the long-range benefits of preserving historic sites for their community. It was an equally pleasant surprise that the developers were willing to work with CWPT; many are not. Bristoe Station was saved!

County Planners

GRADE 11

You made a good decision when you decided to call the county planners first. Surely they know the benefits of historic parks and open space for their community! Their citizens are happy because they have a beautiful historic park that they can visit, and the battlefield adds uniqueness to the community. It's smart to think that most people wouldn't want to destroy something so valuable and precious to our nation's history. The battlefield also attracts tourists, which is good for the economy of the community. Also, you probably decided that there was a greater chance that the property owner and developer would be against preservation than the county planners. That was excellent thinking because many owners are concerned with making the most money they can from selling their property. If a preservation easement is put on their land, the value will go down. Developers are driven by money too, and they certainly don't want to give up part of their money-generating land to historic preservation. They often don't realize that they can benefit from historic preservation on their new property in many ways. Besides, the county planners don't have a personal investment in the land like the property owner or the developer.

Well, fortunately, the county planners were friends of preservation in the case of Bristoe Station. Noah first heard about the threat to this 338-acre property, which includes core battlefield land, from the Prince William County planners. They called him soon after the developer, a large national homebuilder, submitted a draft site development plan. Noah had closed a land deal in Prince William Country before, so the county planners knew him. Apparently, the owner had sold an option to the developer, and the contract depended on whether or not the developer's rezoning request would be approved by the county planners and county board of supervisors. The property was originally zoned for agricultural use, but the developers wanted it rezoned for residential use.

The owner seemed hostile to preservationists. She knew that her land had enormous historic significance, but she had petitioned the state to take her property off the Virginia State Historical Registry. She was known to get angry with the trespassers on her property that came to see the historic land or relic hunt. One day, Noah was walking on the outskirts of her property to get a better look at it, and she shot at him!

The county planners contacted the developers as well and set up a meeting. The initial meeting was between the county planners, the developer, the lawyers, and the Civil War Preservation Trust. The developer had a reputation to protect and wanted to do the right thing. They had heard of what the Civil War Preservation Trust had done in the past and knew that it would oppose their rezoning request. The developer didn't want a fight on its hands and the associated bad publicity but was willing to work together so the Civil War Preservation Trust would support its request for rezoning. Noah asked them to preserve the most significant area – the core battlefield – where the heaviest fighting took place. Historians looked at the property from adjacent lots and drew in troop movements, etc. until they were sure where the parcel of the property that was not only the most significant part of the property but of the entire battlefield was located.

Noah told the developer that CWPT wanted 127 of the 338 acres. They agreed to give CWPT the land, which is worth approximately $1 million. They also agreed to provide money to maintain the land plus extra funds to create paths and an interpretive area. In return, the county planners will allow the developer to develop the land at a higher density to make up for the space they lost. The developer benefited in a few other ways as well. Their infrastructure (sewage, roads, sidewalks, etc.) costs will be significantly lower since they aren't developing the whole property, and the value of their homes will be higher due to their proximity to a historic park full of rare open space.

It was fortuitous that the county planners were friends of preservation and knew the long-range benefits of preserving historic sites for their community. It was an equally pleasant surprise that the developers were willing to work with CWPT; many are not. Bristoe Station was saved!

Developer

You made a good decision when you decided to call the developer first. Most assuredly, they know the benefits of a historic battlefield park near their development such as lower infrastructure costs and higher selling prices for their homes. I'm sure they're quite happy to avoid a nasty fight with preservation organizations like the Civil War Preservation Trust, which could smear their good reputation. Also, you probably decided that there was a greater chance that the county planners and property owner would be against preservation than the developer. That was excellent thinking because many county planners are more concerned with promoting development and growth within their communities. Many county planners don't know that historic battlefield land can actually make them money, and that the development that they think will net a surplus usually costs them money. Many owners are concerned with making the most money they can from selling their property. If a preservation easement is put on their land, the value will go down, so they're not interested in selling their land for historic preservation.

Well, fortunately, the developer was willing to work with the Civil War Preservation Trust and accommodate its request for the preservation of a portion of the land. Noah first heard about the threat to this 338-acre property, which includes core battlefield land, from the Prince William County planners. They called him soon after the developer submitted a draft site development plan. He had closed a land deal in Prince William Country before, so the county planners knew him, and they were friendly toward battlefield preservation. Apparently, the owner had sold an option to the developer, and the contract depended on whether or not the developer's rezoning request would be approved by the county planners and county board of supervisors. The property was originally zoned for agricultural use, but the developers wanted it rezoned for residential use.

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It was fortuitous that the county planners were friends of preservation and knew the long-range benefits of preserving historic sites for their community. It was an equally pleasant surprise that the developers were willing to work with the Civil War Preservation Trust; many are not. Bristoe Station was saved!

GRADE 11

Make the Past your Future!

Interested in a Career in Preservation?

Although the following information is not a complete list of available resources, it's a great place to start. If interested, take advantage of the opportunities for students your age to volunteer and get firsthand experience. These experiences will help you decide whether or not you would like to pursue a career in preservation.

National Park Service - www.nps.gov/personnel
This website features general information, a career guide, general employment information, OPM job announcements, seasonal employment opportunities, internships, Volunteer-in-Parks information, and contact information.

National Park Service's National Center for Preservation Technology and Training – Clearinghouse – www.ncptt.nps.gov/pttinfo_about.stm
This website features preservation internet resources, preservation training and education, and preservation job openings, among other things.

Historic Preservation Internship Training Program, through the National Park Service. http://www2.cr.nps.gov/tps/hpit_p.htm. Thinking of going to college for a preservation degree? Need an internship at some point? This department allows students to work with staff during the summer or during school with experienced staff.

National Council for Preservation Education – www.uvm.edu/histpres/ncpe/
This website features a guide to academic programs in historic preservation and related fields, NCPE sponsored internship listings and other employment opportunities, and resources for preservationists.

www.epreservation.net - This website features information on education, partnerships, networking, trades, and resources in the field of preservation.

For other ideas, talk with the history department at your nearby university, with local preservation groups, or with historic sites and museums. They can also give you ideas and opportunities.

GRADE 5

Battlefield Field Trips

Battlefields as Outdoor Classrooms

> "I visited the battlefield at Gettysburg with my family. This experience was one of the most important of my life. While there, I ran down the very hill where 131 years before, my personal hero, General Joshua Lawrence Chamberlain and his brave Twentieth Maine had charged and helped save the nation."
>
> — *Quote from a student*

Teacher's Eyes Only:

Important note! Most of you will not be taking your students to Gettysburg because your school is nowhere near Gettysburg. We chose to feature Gettysburg in this curriculum for obvious reasons; it is one of the most famous of Civil War battlefields, and it is sometimes considered the turning point of the Civil War.

If you have the paper version of the curriculum, before you recklessly tear the fieldtrip section out of your copy of the curriculum and burn it, **please note that there are items in this section that you can use for any battlefield field trip!**

First, check out **Helpful Hints for Battlefield Fieldtrip Planning**. It is an excellent resource. Do not forget to check the preservation section of our website (www.civilwar.org) to obtain pertinent preservation information on the battlefield that you are visiting with your class.

Also, quite a few of the Gettysburg activities in this section can be effectively applied to any Civil War battlefield.

Lastly, look forward to the Civil War Preservation Trust's battlefield-specific packets that will be coming soon to a battlefield near you! Each individual packet will focus on one of the Civil War Sites Advisory Commission's 384 principal battles (of over 10,500 conflicts) and will include all types of primary documents for you to utilize with your class. If you are a Civil War Preservation Trust member, you will be alerted as each battlefield-specific packet is completed via *Hallowed Ground*, the yearly teacher institute, etc. If you are not a member, check the classroom section of our website for updates.

Homework the Night Before - Assign the reading entitled "Gettysburg". Remind students to answer the questions on a separate sheet of paper. (For some classes, if you have time, you may want to allow additional in-class time to read and/or complete the assignment.)

[OPTIONAL DAY 1+ - *Gettysburg* (movie)]
This movie is rated PG. It is 261 minutes long. There is some profanity. It is a recreation of the battle, filmed on the actual battlefield. It can be purchased at www.socialstudies.com, www.amazon.com, or may be found in the Civil War Preservation Trust's Traveling Trunk. You can also rent it from many video stores.

Day 1 – Have your students read **"Pickett's Charge."** When they are finished, have them choose a partner. One person should tell about the charge from the perspective of a Union soldier, and the other person should describe the charge from the perspective of a Confederate soldier. The students should pretend that they are real Civil War soldiers. They can use information from what they just read and from their imagination to tell the story. When everyone is done, ask for two volunteers to tell their stories in front of the class.

Explain to your students what you will do during the Pickett's Charge program at Gettysburg. The students will experience Pickett's Charge from both the Union and Confederate perspectives. On Seminary Ridge (Confederate), each student will learn to form a battle line, practice drill, and take on the identity of an assigned soldier from the 28th or 57th Virginia Infantry as they cross the field of Pickett's Charge. The students will discover the fate of their soldier after the charge. Next, the students will gather behind the stone wall on Cemetery Ridge (Union) to witness the attack and repulse as Union soldiers would have experienced it. (During the program, students will be asked to carry equipment, run and walk, drill like soldiers, possibly lie on the ground, carry heavy items as a team, and cross open fields and woodland up to a mile.)

Tell the students that they are going to elect their regiment's officers. Hand out the sheet entitled **"Election of Officers."** Ask the students to read it and follow the directions. When everyone has their sheets folded, collect them.

Pass out the sheets entitled **"Confederate Leaders at Gettysburg"** (either for the 28th or 57th) and **History of the 28th Virginia Infantry Regiment (or History of the 57th Virginia Infantry Regiment)**. If one class is participating in the program, use the sheets for the 28th Virginia Infantry Regiment. If two classes are participating in the program at the same time, one class should be the 28th, and the other should be the 57th. Make the students aware that they will be portraying soldiers from the 28th (or 57th), and that they are reading about their leaders and history to prepare for their experience at Gettysburg. Let the students take turns reading these two sheets aloud. While they are reading, you should be tallying votes.

Announce the results of the vote. Give the officers their corresponding soldier identities from the top five on the list and then assign the remaining identities to the rest of your students. (These can be found on the sheets entitled **28th Virginia Infantry Regiment, C.S.A.** (or **57th Virginia Infantry Regiment, C.S.A.**) Make sure to start assigning roles from the top of the list and work down; do not skip roles. Tell the students that these were REAL MEN who marched across the very ground that they will march on during their fieldtrip day.

Homework Day 1 –Tell the students to "memorize" their soldier identity and complete the assignment. Also, hand out the sheet entitled **Drill of the Company** (Your Class) to the elected Captain and Lieutenant so they can become familiar with drilling procedure, as they will be drilling the class on the following day. Tell them to bring the sheet back to school!

the next day, because they will need it.

Day 2 –
(Activities courtesy Gettysburg National Military Park Student Program)
Today, your students will make nametags, a class flag, and will practice drilling.

Nametags
Purpose: To allow your program Ranger to be more personable with the students in your class.
Materials: Scissors, paper, crayons/colored pencils/markers, and safety pins
Procedure: Have the students make nametags that can be attached to their clothing. They should be large enough to be seen at a distance. Students should put their first names on the tags and then their soldier identity beneath it. The students can draw small Civil War-related pictures on their nametags if they wish.

The elected officers need to make "insignia" to wear at the park. Give them a copy of the sheet entitled **Officers' Insignia**. Or, design your own insignia.

Class Flag
Purpose: To give the class a sense of identity and to assist in the on-site discussion of regimental flags.
Materials: 3x5 foot fabric piece, small fabric squares, glue, thread, paint or markers
Procedure: Have the students design and make their own regimental flag to bring to Gettysburg. It should represent the class in some way. The design may be glued, sewn, or drawn directly onto the background material. Be sure to make six-inch ties at one end that will enable you to attach it to the flagpole at Gettysburg.

Drilling
Purpose: To give the students a sense of *esprit de corps* as trained soldiers had. To be used later, on-site, during the program.
Procedure: Have the Captain (the Lieutenant can help) go over the drilling procedure with the class and then take them outside to a large open area to practice drilling. The Lieutenant should also drill the class.

Hand out the sheet entitled "Pack a Civil War Lunch." Tell your students that they should try to pack a lunch for the fieldtrip that includes some authentic foods that the soldiers ate at Gettysburg in 1863.

Make sure to discuss appropriate behavior at the battlefield, what they should wear, and what they should and should not bring (see **Helpful Hints for Battlefield Field Trip Planning**). Remind them of when and where they need to meet you.

Keep in mind that security has been heightened since the terrorist attacks of September 11, 2001. Backpacks and other items may be searched.

Homework Day 2 – Pass out the reading entitled **"The Wheatfield."** Tell your students to read it and answer the questions. (The answer to #1 is 4.) If there is a singer in your class, give them the music to ***When This Cruel War Is Over***, (the lyrics are attached and you can find the tune on a midi file by visiting http://users.erols.com/kfraser/union/songs/cruel.html) so they can learn the tune and sing it for the class on the battlefield (explained below).

Go over the **Helpful Hints for Battlefield Fieldtrip Planning sheets and activities to make sure you are bringing everything you need to bring. Also, either take the **Helpful Hints for Battlefield Fieldtrip Planning** sheets, the **Gettysburg National Military Park** sheets and the **Information & Rules Specific to Gettysburg National Military Park** sheet with you or make sure you have transferred necessary information to notes that you are carrying with you. These sheets contain information on where you need to be at what time, where to park your bus, where to eat, where to find restrooms, park directions, etc.

Day 3: Fieldtrip at Gettysburg National Military Park!

While on the bus, tell your students that Gettysburg National Military Park consists of more than 6,000 acres on which nearly 1,400 monuments, markers, and cannon are placed. Make them aware that battlefield markers are often highly symbolic. If you have time and your students are up to it, you can discuss the symbolism of statues you find. Remind the students, once again, of appropriate behavior.

Homework Day 3 - Hand out the sheets entitled **"Soldier Journal"** and **"Civil War Slang"**. Ask your students to complete the assignment. Do not throw away **"Civil War Slang"**.

The Army mule.
From *Hardtack and Coffee.*

Day 4 (if you have time) - Hand out the sheet entitled Preservation at Gettysburg and have the students read it.

You can also complete some of the activities listed in The Day After section on the **"Helpful Hints for Battlefield Fieldtrip Planning"** sheets.

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Suggested Schedule for the Day

These times match GNMP program times but times and/or programs may need to be rearranged according to your specific needs. Travel time between locations has been included.

Arrive at Gettysburg National Military Park	8:00 a.m.
Bathroom Break	8:00 a.m. - 8:10 a.m.
Electric Map	8:15 a.m. – 8:45 a.m.
The Gettysburg Cyclorama	9:00 a.m. – 9:20 a.m.
Gettysburg National Military Park Museum	9:30 a.m. – 10:30 a.m.

Divide into groups and hand out **Exploring the Gettysburg Museum**, a pen, and a clipboard to each (chaperoned) group. Remind the students that they must not use the glass cases to steady their papers as they write. Collect items when finished.

The Wheatfield	10:45 a.m. – 11:15 a.m.

Ride to the Wheatfield, located on Ayers Avenue. Stop at a spot on the west side with a view of the field. Pass around a photo of the Wheatfield in 1863. (Contact the National Park Service in advance for this item.) Does it look different today? Tell your students that after the fighting on the Wheatfield had ended and all was quiet, a Confederate soldier, on the west side of the Wheatfield (near where they are standing), serenaded everyone with *When This Cruel War Is Over*, receiving cheers and applause from Union soldiers nearby. Have a student sing the song or play it on tape. How do they feel, knowing that it was sung on the same battlefield in 1863? Why did the Confederate soldier receive cheers and applause from the Union soldiers?

Lunch and Bathroom Break	11:30 a.m. – 12:15 p.m.

Drive to an eating area. While at lunch, have the students show each other authentic food that they made/brought. Clean up when you're finished.

Bookstore	12:30 p.m. – 12:50 p.m.
"Pickett's Charge" Program	1:00 p.m. – 3:00 p.m.

Drive to the Cyclorama Center parking lot flagpole to meet your Program Ranger.

Bathroom Break	3:05 p.m. – 3:15 p.m.
Leave Gettysburg National Military Park	3:15 p.m.

Gettysburg National Military Park

Here are some of the attractions at the park to enhance your visit – in addition to the actual battlefield itself! **For more information about all of these places, visit www.nps.gov/gett.**

Electric Map
Located at the rear of the Visitor Center on Taneytown Road and Steinwehr Avenue, the Electric Map can help orient students to the battle. It is a large topographical map with lights and an audio presentation. It lasts approximately 30 minutes. For more information on prices or to make reservations, call 877-438-8929.

Gettysburg National Military Park Museum
Located in the Visitor Center, this two-floor museum provides background information through a variety of displays and artifacts. It is free, but send a chaperone with each group of students.

Cyclorama
The Cyclorama building is next to the Visitor Center, just off the Taneytown Road. It is a huge circular painting depicting Pickett's Charge during the third day of the battle. It was painted by Paul Philippoteaux and his staff and took two years to complete. The presentation takes 20 minutes. Students stand in the center of the room with the painting all around them. It is accompanied by a sound and light presentation. Call 877-438-8929 for pricing information and reservations.

Soldier's National Cemetery
This is directly across the street from the Visitor's Center. Visit the final resting place of over three thousand Union soldiers. This is also where President Abraham Lincoln delivered the Gettysburg Address. There is no admission fee. But, since this is hallowed ground, remind your students to behave with the utmost respect.

Student Programs

Gettysburg National Military Park offers two-hour programs for six weeks in the fall and eight weeks in the spring. New programs are added each year. There is a large number of applicants, so, to participate, you must enter the September program lottery drawing. To register, call Barbara Sanders at 717-334-1124 extension 420.

★ **Care of the Wounded**
★ **Citizen-Soldier Conflict (focusing on a farm family living in Gettysburg)**
★ **Civil War Soldier (motives for joining Union army and the hard, and boring life)**
★ **Pickett's Charge**
★ **Unfinished Work: The Creation and Dedication of the Soldiers' National Cemetery**

Gettysburg Traveling Trunks

These trunks are targeted for either 5th or 8th grade students, but are adaptable to other grades. They contain clothing, military accouterments, pastime activities, photographs, literature, and music so that students can appreciate what life was really like during the Civil War.

Adams, York, or Franklin Counties (Pennsylvania): Reserve a trunk through the Lincoln Intermediate Unit's Instructional Services Division. It will be delivered to your school. Call **717-624-6447** for reservations.

Nationwide: Call Barbara Sanders at **717-334-1124, extension 420,** for reservations. There is a fee of $25 (to replace damaged or worn items), plus shipping and handling. The park considers all requests, but if there are multiple requests for the same times, names will be entered into a lottery. A confirmation packet with the amount of your requested donation will then be sent to you. The typical donation is about $100, which includes shipping and handling. The heaviest demand is in the spring, so you might want to request a trunk in the fall.

You may find more information about all of the Park Service's programs by visiting www.nps.gov/gett. They have a wealth of information to help teachers make history fun!

Helpful Hints for Battlefield Field Trip Planning

First, go to our website at www.civilwar.org to locate a Civil War battlefield near your school.

Call or visit the site online. If the site has a lot of education programs and procedures already in place, a number of the following tasks will already be taken care of for you.

Contact the Park and Get Started ...

★ Ask if the site has any special education tours/programs, multi-media presentations, living history presentations, museum exhibits, hands-on exhibits, workshops for students, etc.

Are there admission fees for adults/students for the programs and/or admittance to the park, etc?

What is the maximum/minimum number of students required for any particular program?

Is there a required number of chaperones per number of students?

How much time should you allot for each program you're participating in or each area of the battlefield you're visiting?

★ Tell them about any of your students with special needs. They will suggest appropriate programs or offer to make accommodations.

★ Call well in advance to make a reservation for your class. Ask about their changes and cancellations policy. Know your tax-exempt number.

★ Ask how much physical activity is involved in the programs you're participating in.

★ Ask what the students should wear - Comfortable clothes and shoes that can get wet/dirty/muddy, no sandals, long pants with socks, sun block, insect repellant, hat, rain gear or jacket depending on the weather, etc.

★ Ask what students should bring or not bring with them (no valuables).

★ Ask if they have educational materials on the battlefield such as pre-visit and post-visit activities, reading recommendations, etc. Specify the grade/age of your students. Also, they can do a special program for your class based on what you are studying.

★ Ask if they have a Junior Ranger program.

★ Ask if they have any items on loan, such as traveling trunks, reproduction artifacts, photographs, documents, audiotapes, videotapes, filmstrips, slides, etc. What is the loan time frame? What is the cost?

★ Ask if they offer any teacher workshops.

★ Ask when the park is open. Get directions to the park and the approximate time that it will take to get there from your school.

★ Ask where your bus is allowed to park. Are there parking fees?

★ Ask where the picnicking area and restrooms are located.

★ Ask if there is a souvenir shop/bookstore. Does it have things that are appropriate for students to buy? What's the general price range of these items?

★ Ask if there are rules about flash photography or video recording at places like an inside museum.

★ Ask if you can visit the site for free before your class visits, to "scout it out."

Before the Big Day...

★ Get fieldtrip permission from the following: Principal, department head, teachers whose classes your students will be missing, and parents.

★ Get a substitute for your classes that will be left behind.

★ Get a bus. If you have a long way to travel, plan activities for students to do on the bus. If it's going to be an extremely hot day, bring coolers for bottled water in addition to the coolers for lunches.

★ Develop a field trip itinerary and see where a Ranger can help out. Let your kids have a say in planning the field trip; what do they want to see and do? Try to create interdisciplinary activities for your field trip and invite classes from other disciplines such as literature, math, physics, and science to come along. Let the park staff know if you will need to borrow any equipment.

★ Work with the park staff to create a backup plan in case of inclement weather. You might want to check the forecasted weather for your fieldtrip day at www.weather.com.

★ Recruit enough chaperones - at least one for every 10 students. If you can't find enough parent or school staff volunteers, education students from a local college might be available to assist. Orient your chaperones to the battlefield and the day's activities before you go on the fieldtrip. Let them know their roles and responsibilities for the day. Also inform them of safety procedures and appropriate student behavior.

★ Go to the site before you take your students to familiarize yourself with the layout of the park. Decide exactly what you want the students to see and participate in and ask questions of the park staff. Bring your chaperones, if possible.

★ Help your students understand where they are going and why. Introduce the battlefield and the events that happened there in the classroom before you go on the fieldtrip to give your students background. Use the pre-visit activities that the park has provided.

★ Explain the following preservation rule to your students: "**Take only memories, Leave only footprints.**" Relic collecting is not allowed. Natural resources such as plants, animals, and rocks are also protected. Even picking a flower is prohibited! This is to help protect park resources and preserve them for future generations.

- ★ If you find something that you think is an archeological artifact, leave it where it is and report the location to park staff. Archeologists need to see an item in its environmental context to learn anything about it.

Other general rules:

- ★ No gum/food/drinks outside the lunch area.
- ★ Put trash in designated trashcans and recycling bins.
- ★ Do not feed or harass animals.
- ★ Hike only on established trails unless you're participating in an educational program that allows otherwise.
- ★ When inside a museum, no touching objects or display cases unless permitted.
- ★ No throwing and no running or shouting except during designated activities.
- ★ No littering.
- ★ No climbing/hanging on trees, buildings, monuments, cannons, stonewalls, rocks, cliffs, or any government structures. Many of the monuments and cannons were placed there by veterans of the battle to mark positions and to honor the sacrifices that were made at the battlefield. Respect them. Show additional respect if they are in the vicinity of soldier graves; it is sacred ground. In fact, the entire battlefield is hallowed ground; it's where thousands of people lost their lives.
- ★ Help your students to formulate questions to ask the Ranger.
- ★ Tell your students when and where they need to meet you.
- ★ Make a detailed list of materials you need to bring with you such as a first aid kit, student medicines, a check for the park, a camera or video camcorder to document your trip, pens and pencils, copied activity sheets, clipboards to write on, etc.

While on the Bus and at the Park …

- ★ Everyone on the fieldtrip should make and wear nametags to wear while on the battlefield so the Ranger can be more personable with the group.
- ★ Remind students of appropriate behavior while you're traveling on the bus, and let them know the day's itinerary.
- ★ Arrive early and proceed to the Visitor Center Information Desk to purchase any necessary tickets and/or pick up any materials or equipment. Allow your students to use the restrooms.
- ★ Be prompt if you have a scheduled activity with a Ranger.

★ Tell your Ranger that you have already studied the events at the site so he/she can delve deeper into the topic instead of just covering the basics.

★ A teacher or a chaperone should be with the students at all times; if you and your students are going to split up into groups to go different places, be sure that each group has a chaperone and establish a meeting time and location. If you have younger students, use the buddy system as well.

★ Help students make personal connections.

★ Check in with the park staff before you leave and return anything they may have loaned you for the day.

The Day After …

★ Complete post-visit activities with your students to assess and reinforce their understanding of what they learned on the fieldtrip.

★ Send an oversized card to your Program Ranger, thanking him or her for making your trip to Gettysburg educational AND fun! Allow each of your students to sign the card, adding a brief note about what they learned or what their favorite part of the program was if they wish. If possible, include a picture or two of your class at the park or a sampling of some of the work your students did during their visit to the battlefield or after they returned home. Send the card to the following address:

Gettysburg National Military Park
Attn: (Your Program Ranger)
97 Taneytown Road
Gettysburg, PA 17325

★ Decorate your bulletin board with pictures you took of the battlefield and of your students participating in program activities. Also, decorate with pictures drawn by your students (if applicable) on the fieldtrip.

★ Send examples of any letters that your students wrote in historic character, drawings of the battlefield that your students drew, photos of your students at the site, innovative fieldtrip ideas that you put into practice, etc. to us at:

Civil War Preservation Trust
11 Public Square
Suite 200
Hagerstown, MD 21740.

We may be able to feature your class on our website and/or in the Junior Pages of our quarterly magazine, *Hallowed Ground.*

Information & Rules Specific to Gettysburg National Military Park

For more information, visit www.nps.gov/gett or call (717) 334-1124.

Hours:	Gettysburg's Visitor center is open from 8 a.m. to 6 p.m. every day except January 1, Thanksgiving, and December 25.
Restrooms:	Restrooms are available at the Visitor Center and the Cyclorama Center. The bathrooms are easiest and quickest to access at the Visitor Center. At the Cyclorama, you must follow a long walkway before you reach the entrance. Restrooms are at the left of the front entrance from the outside. Make sure you remind your students to promptly come back outside. There are also restrooms available at Spangler's Spring, Devil's Den, and the Pennsylvania Memorial.
Bookstore:	The bookstore is inside the Visitor Center.
Lunch Areas:	There are several picnic tables located behind the Visitor Center and there is plenty of room for students to sit on the lawn. A larger picnic area, with tables and restrooms, is along South Confederate Avenue, south of the Visitor Center. Turn left as you exit the parking lot, heading south along the Emmitsburg Road for approximately 2 ¼ miles. Turn left onto South Confederate Avenue. You've gone too far if you see a small stone building on your left. That is the building where the restrooms are located. Please bring trash bags with you and have your group clean up after they eat. There are trash receptacles located throughout the park.

Drill of the Company (Your Class)

Procedure: Using the drawing as a reference, have your classmates get into formation. Use the Lieutenant and one Corporal as file-closers. The file-closers stay to the rear while on the march. The flagbearers will always be at center-front of the formation when on the march. Your classmates should be lined up very close together, shoulder-to-shoulder.

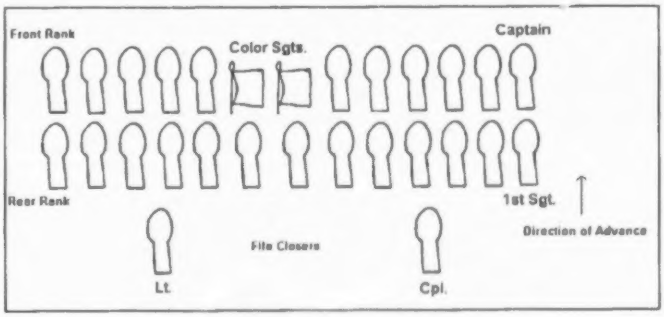
Give the orders to the company, always starting with the word **"COMPANY."** The Lieutenant should practice giving orders also.

Try some of the following commands with your class-company:

COMPANY ... FALL IN (Line up quickly, as shown in the diagram)
COMPANY ... ATTENTION (Stand tall, face forward, silence)
COMPANY ... RIGHT FACE (Pivot on right foot a quarter-turn to the right)
COMPANY ... LEFT FACE (Pivot on left foot a quarter-turn to the left)
COMPANY ... ABOUT FACE (Half-turn, 180 degrees)
COMPANY ... FORWARD MARCH (Move forward, maintaining formation)
COMPANY ... HALT (Stop, but remain at attention)
COMPANY ... AT EASE (Relax, but stay in place, silence)

Here are some more orders that you can give, as needed:

COMPANY ... RIGHT - DRESS (Turn heads to the right and straighten lines)
COMPANY ... DRESS THE LINE (Straighten up the formation and get proper spacing)
FRONT (Snap heads back to the front, after the RIGHT - DRESS command)
STEADY MEN, STEADY (Maintain pace; don't speed up)
TO THE STEP (Stay in step with captain; match his pace)
QUIET IN THE RANKS (Silence; no talking. It is very important that everyone can hear the captain.)



Pickett's charge program. Image from GNMP.

Gettysburg

Gettysburg The Souvenir Guide to the National Military Park by James A. Gross and Andre B. Collins, Maps by James A. Gross, Tem inc, Gettysburg, PA, 1991.

The Battle of Gettysburg, National Park Civil War Series, Harry W. Pfanz, Additional text by Scott Hartwig, Maps by George Skoch, Eastern National Park and Monument Association, 1994.

MilitaryHistoryOnline.com, On A March Through the Past, Battle of Gettysburg, Casualties, http://www.militaryhistoryonline.com/gettysburg/day3/getty4.asp.

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The Civil War Battlefield Guide, Second Edition, The Conservation Fund, Frances H. Kennedy, Editor and Principal Contributor, Houghton Mifflin Company, Boston, 1998, 207-212.

Teaching with Historic Places, A program of the National Park Service's National Register of Historic Places and the National Trust for Historic Preservation, Choices and Commitments: The Soldiers at Gettysburg, by John Andrews, Lesson Plan #44.

A Field Trip Guide For Educators, The Battle of Gettysburg, research and text development by Jim Roubal, Parks as Classrooms, Gettysburg National Military Park.

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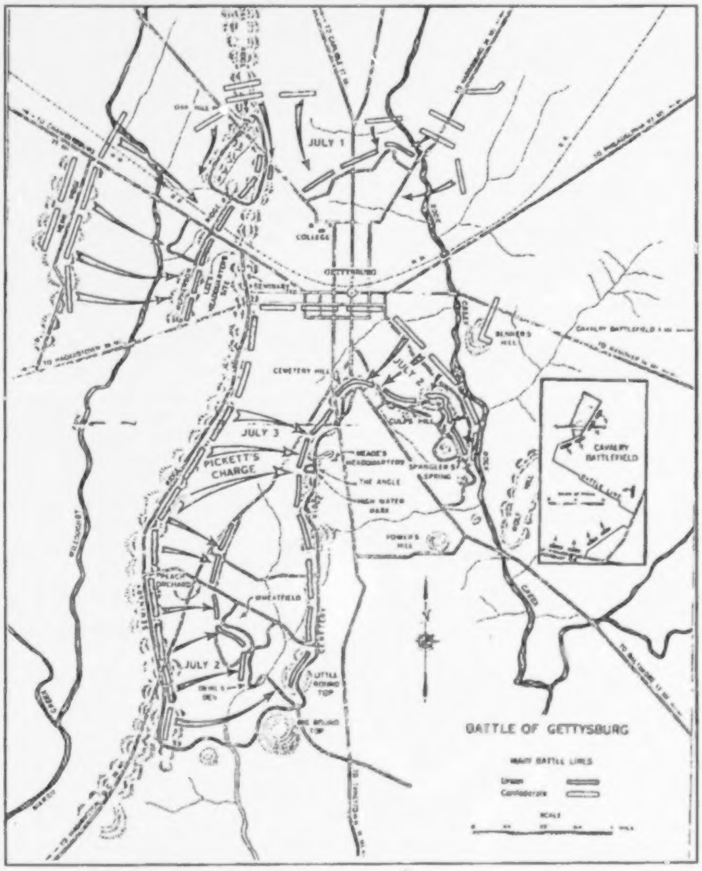
Reluctant Witnesses: Children's Voices from the Civil War, Emmy E. Werner, Westview Press, A Member of the Perseus Books Group, Boulder, Colorado, 1998.


JULY 1
COLLEGE
GETTYSBURG
SEMINARY
CEMETERY HILL
JULY 2
BENNER'S HILL
CAVALRY BATTLEFIELD
CULP'S HILL
JULY 3
PICKETT'S CHARGE
MEADE'S HEADQUARTERS
SPANGLER'S SPRING
THE ANGLE
HIGH WATER MARK
POWER'S HILL
PEACH ORCHARD
WHEATFIELD
JULY 2
DEVIL'S DEN
LITTLE ROUND TOP
BIG ROUND TOP
BATTLE OF GETTYSBURG
MAIN BATTLE LINES
Union
Confederate
SCALE

Three day map of the Battle of Gettysburg. "A Filed Guide for Educators." Courtesy of GNMP

GRADE 5

Gettysburg

Confederate	Union
Robert E. Lee, Commander	George G. Meade, Commander
Army of Northern Virginia	Army of the Potomac
Lieutenant General James Longstreet	Brigadier General John Buford
Major General George E. Pickett	Major General Daniel Sickles
Brigadier General Lewis Armistead	

☞ ***Answer the questions on a separate sheet of paper.***

If you ask anyone what the most famous Civil War battle is, they will probably say, "Gettysburg." Why is that? Why do historians call it the "High Water Mark of the Confederacy?" What happened at that small town that brings millions of visitors to the battlefield every year? The answers to these questions lie in the story that begins with the Confederate army's march north in June 1863.

Confederate General Robert E. Lee had planned to carry the war, at last, to the North. His goals were to hurt Union railroads, gather supplies for the army, and, possibly, to capture Pennsylvania's capital, Harrisburg (*Story Behind the Scenery*, 4-5). Quiet little Gettysburg was on the way to Harrisburg. It was in the wrong place at the wrong time.

Read about the experiences of Charles McCurdy in the days leading up to the Battle of Gettysburg:

Charles McCurdy, who was ten, watched as the cashier of the local bank locked up his counter, packed his cash, and left with many other townspeople of Gettysburg. Charlie remembered, *To be in fashion, I kept my most cherished possessions in a little box, ready for shipment, feeling quite important at the thought of danger. But I suspect that even the most hardened looter would not have found there anything to interest him* (*Reluctant Witnesses*, 60).

SOME THINGS TO CONSIDER

Do you think Charlie was excited or afraid when the armies came to town?

As the Union cavalry rode into town, Charlie sat on top of a fence and gave them cherries from a branch *filled with the beautiful red fruit which was more alluring to the eye than to the palate* (*Reluctant Witnesses*, 62). He and a few other boys tagged along behind the cavalry to watch them set up camp.

Day 1 - Wednesday, July 1, 1863

On July 1, two Confederate divisions headed toward Gettysburg, running into cavalry pickets on the way. (A picket is a group of soldiers keeping watch so enemy soldiers won't sneak up on their own army.) Two brigades of Heth's Division were sent forward and attacked Union General John Buford's Cavalry at around 8 a.m. west of town. There were three times as many Rebels, but Buford knew he had to keep his position because the town was surrounded by a lot of high ground. If an army held the high ground during a battle, they could see more and kill more men. It's also harder to fight uphill. His troops fought off the Confederates long enough for the U.S. First Corps infantry to arrive on McPherson's (mick-fee?r-suns) Ridge, but Confederate troops were also coming from the west and north.

At first, Union forces were able to hold their ground. But, more Confederate troops were able to reach Gettysburg that day than Union troops. The Union troops, commanded by General Meade, retreated through town and gathered on Culp's Hill and Cemetery Hill south of town. This meant that about 158,300 soldiers of both armies were now at Gettysburg (*Civil War Sites Advisory Commission*, 101).

✓SOME THINGS TO CONSIDER

1. After the first day's fighting, which side was in the town of Gettysburg?

🕮 *Read about a kid your age during the first day of the Battle of Gettysburg:*

Charlie McCurdy wandered into Buford's camp that morning, only to find it empty. He found a small sword in the ground and began to pull on it. A young Union officer pulled the sword out for Charlie. Then the soldier got on his horse and rode into battle. Charlie remembered, *At this moment cannons began to boom …and a shell burst a few hundred yards in front. I ran for the road and when I reached it found my father hurrying toward me…. By the time we reached home…there was heavy cannonading and the musket fire was continuous, making a rattling sound like …hail falling on a tin roof* (*Reluctant Witnesses*, 63).

✓SOME THINGS TO CONSIDER

2. If you were Charlie, would you run home or would you go see what the battle was like? Why?

There were bullets flying all over. Artillery shells screamed overhead. Many people went into their cellars to be safe. They met from all across the town and waited for the firing to stop. They must have been both afraid and excited. Can you imagine what it would be like if 150,000 soldiers were fighting in your town right now?

The Second Day - Thursday, July 2, 1863

By late morning, most of the soldiers had arrived at Gettysburg. The two armies were on ridges (or, high, raised strips of land) almost a mile apart. The Confederates were on Seminary Ridge, and the Union was on Cemetery Ridge. At noon, Union General Daniel E. Sickles moved his Third Corps about a half-mile closer to the Confederate lines. At 4 p.m., Confederate General James Longstreet's First Corps launched a left flank attack, focusing on Sickles' center in the Peach Orchard. (A flank is the end of the army line.) The Confederates smashed Sickles's Third Corps and marched all the way to Little Round Top, where they were stopped. The Union line was saved twice that day by two regiments: the 20th Maine at Little Round Top and the 1st Minnesota on Cemetery Ridge.

By the end of the day, Meade's forces were back on Cemetery Ridge. Both armies had a lot of wounded and dead men. Although the Confederates won some ground, Lee's troops failed to break either Union flank. Neither side was really winning.

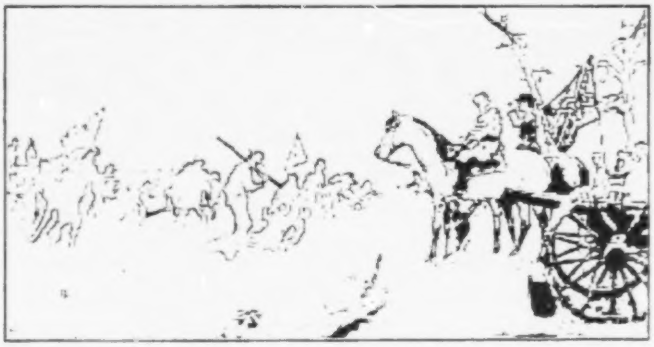
✓SOME THINGS TO CONSIDER

3. What part of the Union line did Lee attack on July 2?

4. Which side was ahead after the day's fighting?

The Third Day - Friday, July 3, 1863

Lee thought that Meade had put most of his soldiers at his flanks, which were badly hit the day before. He thought that the Union center on Cemetery Ridge would be weak. His plan was to make a huge artillery attack on the Union center to weaken the Union batteries and troops. (Batteries are groups of cannons and big guns.) Then he wanted to have a large infantry attack. About 180 cannons fired on the Union lines for two hours. Around 80 Union guns fired back for one hour. When the Confederate firing stopped, about 12,000-15,000 infantrymen charged across the open field toward the center of the Union line. This attack is now known as Pickett's Charge. Confederate cannons had mostly fired shots over the heads of the Union gunners, so the Union center was not weakened the way Lee had hoped before the charge began. The attack failed, and Confederate casualties were extremely high.



"It's all my fault." Painting by Mort Kuntsler. General Robert E. Lee, C.S.A., after Pickett's Charge. Courtesy of Mort Kuntsler.

✓SOME THINGS TO CONSIDER

5. The Battle of Gettysburg produced over 51,000 casualties. What are casualties? Which side had more casualties?

The armies were very tired. After Pickett's Charge, there was no more fighting, but both armies stayed in Gettysburg.

The Union won the Battle of Gettysburg, but it was the largest and most deadly battle ever fought in Northern America. Lee was unable to force the Federal troops out. On July 4, the Army of Northern Virginia began its retreat to Virginia. A 17-mile wagon train of wounded soldiers was behind them. The casualties (wounded, killed, missing, deserted, or captured) at the Battle of Gettysburg were terrible: 51,000 men. The Union lost one-fourth of its army. The Confederate casualties were over one-third of Lee's army.

✓ SOME THINGS TO CONSIDER

6. What is a "high water mark"? What does the "high water mark of the Confederacy" mean?

July 1863 was the turning point in the war. Because the Union won at Gettysburg in the East, and at Vicksburg, Mississippi in the West, things started to look better for the Union. The Union army began to believe that it could win the war. And, the Confederate army didn't think it was unbeatable. Gettysburg is called the "High Water Mark of the Confederacy" because the Army of Northern Virginia never attacked in the North again.

What happened after the battle? Thousands of wounded soldiers were left behind. Many buildings became temporary hospitals. In fact, the last wounded soldier didn't leave Gettysburg until November. And, thousands and thousands of dead soldiers were left behind. It was July and they had to be buried quickly.

A girl in Gettysburg wrote this letter to her cousin in Indiana:

> *July 17, 1863*
>
> *My dear Mina:*
>
> *Your request that I should tell you 'all that I have passed through,' I am afraid I cannot comply with, for I have lived a lifetime in the past few weeks, and yet, to look back, it seems like some fearful dream. God grant that you, that none I love, may ever pass through such scenes, or witness such bloody, fearful sights! Words can give you no conception. It was perfect agony.... If the Rebels are going to invade your State, as they have this, I would advise you to pack up and go as far north as you can. Your affectionate cousin,*
>
> *— Annie Young*
>
> *(Reluctant Witnesses, 59)*

Pickett's Charge

The Battle of Gettysburg, National Park Civil War Series, Harry W. Pfanz, Additional text by Scott Hartwig, Maps by George Skoch, Eastern National Park and Monument Association, 1994.

MilitaryHistoryOnline.com, On A March Through the Past, Battle of Gettysburg, Pickett's Charge, www.militaryhistoryonline.com/gettysburg/day3/getty32.asp.

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Time Machine to Gettysburg, A Turner Adventure Learning Educational Program, Produced by Turner Educational Services, Inc. in cooperation with the Center for Excellence in Education, Indiana University, 1994, 5.

Eric A. Campbell, Park Ranger-Historian, Gettysburg National Military Park.

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Three Days at Gettysburg Turning Point of the Civil War text by Rod Gragg, Paintings of Mort Kunstler, Travel Time Products by Lawson Mardon Post Card, San Francisco, CA.

50th Anniversary of the Battle of Gettysburg Commission, Pickett's Charge of July 3, 1913. PA State Archives

Pickett's Charge

On July 3, the two armies were on ridges about a mile apart. The Army of the Potomac (Union) was on Cemetery Ridge, and the Army of Northern Virginia (Confederate) was on Seminary Ridge. At around 1:00 p.m., about 180 Confederate cannons fired on the Union soldiers. The Union cannons fired back with around 80 guns, but stopped firing after an hour to save ammunition. The Confederates did not stop firing for another hour. Both sides were damaged, but many of the Confederate shells (cannon balls) flew over the Union batteries (groups of cannons) because they could not see well through all of the smoke.

General Lewis Armistead. From *Battles and Leaders III*.

Read what it was like to have all those cannons firing on the soldiers:

> *... Their object was to silence our batteries [but] they did us little damage, though shot and shell flew ... very near to our bodies at times, one shell actually tearing the knap-sack from a man's back as he lay face downward.*
>
> — Alfred P. Carpenter

> *Each man took his place, laid down, and for the next two hours hugged the ground just about as close as human beings are generally in the habit of doing. [...] It was awful hot where we lay, with the sun shining down on us and we so close to the ground that not a breath of air could reach us.*
>
> — Sergeant John W. Plummer

Union view of Pickett's Charge. From *Battles and Leaders IV*.

At around 2:45 p.m., the Union cannons stopped firing. The Confederates thought this was because their cannons had been destroyed. Instead, the Union was just getting more supplies. General Longstreet decided that it was time for the infantry (soldiers on foot) attack. The Confederate fire stopped and at 3:00 p.m., 12,000-15,000 Confederate soldiers began to march across the open field toward the center of the Union line. They were aiming for a bunch of trees called the Angle. The attack is known as Pickett's Charge because Pickett's Division was directly opposite the center of the Union line at the Angle.

✓SOME THINGS TO CONSIDER

What is the "High Water Mark of the Confederacy"?

"High Water Mark" painting by Mort Kunstler. General Lewis Armistead, C.S.A., leading his men at the Battle of Gettysburg. Courtesy of Mort Kunstler

Read what the Union soldiers were thinking as the Confederate soldiers came across the field:

> *Over the plain, still covered with the dead and wounded of yesterday – in three beautiful lines of battle, preceded by skirmishers, with their arms at right shoulder shift, and with double quick step – right gallantly they came on.*
>
> — Sergeant (Gettysburg National Military Park)

When the Union batteries could see the Confederate soldiers, they started to fire, blasting huge holes in the lines of soldiers. Some of the Confederate troops retreated, but most immediately filled in the gaps and kept marching forward. When the Confederates got closer, Union soldiers started firing on them. Major General Pickett's three brigades, led by Kemper, Garnett, and Armistead, were headed directly for the Union center. The remaining Confederate soldiers started to run as the Rebel yell was heard down the line. Brigadier General Armistead led a group of men into the Angle, which is also called "The High Water Mark of the Confederacy" because the Confederates never made it farther north than the Angle.

Most of the few hundred Confederates that reached the Union center surrendered. For the others, the retreat back to Seminary Ridge began. By 4:00, Pickett's Charge was all over. Many Confederate leaders were lost in the attack, and only one Confederate soldier out of three from the attack returned to Seminary Ridge. The Battle of Gettysburg was over.

Major General George E. Pickett, CSA
Illustration from *Battles and Leaders III*

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GRADE 5

Election of Officers

When the Civil War began, many regiments elected their own officers. Obviously, that's not how the Army does it today!

When you participate in the Pickett's Charge program at Gettysburg, you will assume the identity of a real Civil War soldier that crossed the field in Pickett's Charge on July 3, 1863. Most of you will be privates or corporals, but five of you will be officers. You are going to elect those leaders now. Take a moment and read the descriptions of these ranks below. Vote for classmates whom you think can carry out the duties of these positions. (You cannot vote for yourself.) When you are finished, fold your ballot in half and wait until your teacher collects all the ballots.

CAPTAIN - Leader of the company. The captain will need to have a strong voice to give commands and should be someone you respect and trust.

LIEUTENANT - Second in command. If something should happen to the captain, the lieutenant will take over.

FIRST SERGEANT - Immediate supervisor of the company. The First Sergeant needs to be the toughest person in the company, because he/she must see that the Captain's orders are carried out.

Two **COLOR SERGEANTS** - Flag bearers. They must be the bravest members of the class, since they will easily be seen by the enemy and will have no weapon of their own.

** The color sergeants, along with the officers, will be targets of the enemy, because if they are killed, the company might become demoralized (or, not want to fight any more).

Ladies and Gentlemen, Please Place Your Votes!

Captain -

Lieutenant -

First Sergeant -

Color Sergeant -

Color Sergeant -

From "Pickett's Charge," Gettysburg National Military Park Student Program. Courtesy of National Park Service

GRADE 5

Confederate Leaders at Gettysburg

Pickett's Charge, Gettysburg National Military Park Student Program, 24-25.

Gettysburg The Souvenir Guide to the National Military Park by James A. Gross and Andre B. Collins, Maps by James A. Gross, Tem inc, Gettysburg, PA, 1991, 5.

The Killer Angels, Michael Shaara, Time Machine to Gettysburg, A Turner Adventure Learning Educational Program, produced by Turner Educational Services, Inc. in cooperation with the Center for Excellence in Education, Indiana University, 1994, Student Handout #1.

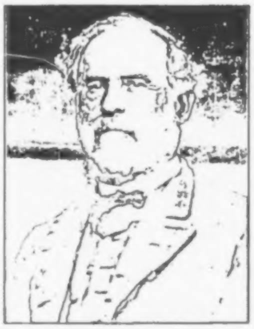
GRADE 5

Confederate Leaders at Gettysburg

From Pickett's Charge, Gettysburg National Military Park Student Program

General Robert E. Lee

Army of Northern Virginia
Your Army Commander

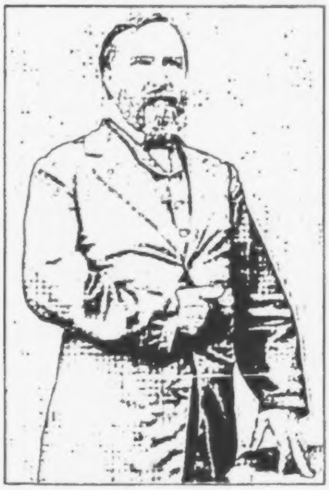


Gen. Robert E. Lee, Officer of the Confederate Army. Courtesy of the Library of Congress, LC-B812-0001

Robert E. Lee was 54 years old when the Civil War broke out in 1861. He had a brilliant career in the United States military and was asked to command the Union Army. Although Lee didn't want the country to split, he was very loyal to his home state of Virginia. When Virginia seceded from the Union, Lee joined the Confederacy. He commanded the Army of Northern Virginia and then, in 1865, he became overall commander of all Confederate armies.

At first, the soldiers did not like Robert E. Lee; they called him names like *Granny Lee*. Soon, however, they learned to love and respect him. The Union also learned to respect him. He was a very good person, was very considerate of others, and was a brilliant general. This made him the greatest commander of the period. Lee almost always led the army to victories against the Union. By the time of the Battle of Gettysburg, the soldiers of the Army of Northern Virginia believed their commander would lead them to victory every time. Lee believed that his men were unbeatable. At Gettysburg, these two beliefs would be tested (*Pickett's Charge*, 24).

> *He is in control. He does not lose his temper nor his faith; he never complains. ...He believes absolutely in God. He loves Virginia above all... He is the most beloved man in either army* (*Killer Angels, Time Machine*).



Portrait of Lieut. Gen. James Longstreet, C.S.A. Courtesy of the Library of Congress, LC-B812-2014

Lieutenant General James Longstreet

Your Corps Commander

James Longstreet also had a long and respected career in the United States military. Still, he joined the Confederacy with his home state of Georgia. When Lee took over, Longstreet quickly rose to become second in command of the Army of Northern Virginia. He was given command of the First Corps, which he molded into a powerful fighting force.

He suffered through tragedy during the Civil War, when an outbreak of scarlet fever took the lives of three of his four children. After that experience, he focused on the army and taking care of his men.

Longstreet was Lee's most experienced soldier, and Lee needed him to lead the men in battle. The men counted on him for inspiration and courage. They knew that he would do everything in his power to guarantee their success and, as much as possible, their safety. At Gettysburg, Longstreet would be torn between his loyalty to his commander and his loyalty to his men.

Major General George E. Pickett, CSA
Illustration from *Battles and Leaders III*

Major General George E. Pickett
Your Divisional Commander

George Pickett was not taken very seriously by most of the generals in the army. He was known more for his perfume and curled hair than for his bravery and leadership. Pickett ranked last when he graduated from West Point in 1846. The only reason he got to be a general was because he was a friend of General Longstreet, who always pushed for his promotion. Pickett joined the Confederacy and commanded a division in Longstreet's Corps for ten months before the battle of Gettysburg. He still hadn't led the men in battle. He was eager to fight at Gettysburg, hoping for a chance at fame and glory.

Gaudy and lovable, long-haired, perfumed. Last in his class at West Point, he makes up for a lack of wisdom with a lusty exuberance (*Killer Angels, Time Machine*).

28th Virginia Infantry Regiment

Brigadier General Richard B. Garnett
Your Brigade Commander

Richard Garnett was a career military man who became known as an "Indian fighter." When the Southern states began to secede, he made a speech asking the Union to stay together. When his home state of Virginia seceded, Garnett followed. He originally commanded a brigade under the famous Stonewall Jackson. Jackson was very demanding and unforgiving and, unfortunately for Garnett, Jackson did not like the way he ran his brigade. Jackson wanted to court-martial Garnett, but he died before there was a chance for Garnett to clear his name. The stain on Garnett's reputation bothered him, and made him feel that he had to prove himself on the battlefield. Gettysburg would give him the chance.

Colonel Robert Allen
Your Regimental Commander

Robert Allen was a graduate of the Virginia Military Institute and a prominent lawyer. He had the characteristics of a great leader: the ability to speak elegantly, and the proper military training. Allen organized the "Roanoke Greys," one of the militia units that eventually became a company in the 28th Virginia Regiment. (Militia units are groups of soldiers who defend their home state.) Allen quickly became colonel in April of 1862. At the battle of Williamsburg on May 5, 1862, Union soldiers temporarily captured Colonel Allen while he was leading his men. However, some of his soldiers saved him. Allen's men loved him, because he was dedicated to the cause and to them. The battle of Gettysburg would truly test his dedication.

History of the 28th Virginia Infantry Regiment

From Pickett's Charge, Gettysburg National Military Park Student Program

The 28th Virginia Infantry Regiment was just one of the fifteen Confederate regiments under General George Pickett that participated in the massive infantry charge at Gettysburg on July 3, 1863. The men in each Civil War regiment usually came from the same communities and had very similar backgrounds. Their experiences in the army during the first years of the war made these bonds even stronger.

The ten companies that made up the 28th Virginia Infantry Regiment originally began as individual militia units, or groups of men who were prepared to defend their home states against invasion. These men were already familiar with training and drilling before they joined the Confederate Army. They were mostly farmers and were assembled from five different counties in Virginia: Botetourt, Craig, Bedford, Campbell, and Roanoke. Each company came up with their own distinctive name such as the "Bedford Grays" or the "Craig Mountain Boys" before these names were traded in for a simple letter. The 28th Virginia was organized on May 17, 1861 and mustered into service on June 1. After boarding the train for instruction camp, the captain of one of the companies stopped the train on the edge of the county to give the boys one last look of home. They all gave three cheers for their families and their county.

General Robert E. Lee appointed Robert T. Preston as the colonel of the regiment. The regiment hit some rough patches in its transition from state militia companies to a regiment in the Confederate Army. The soldiers became very upset when they were issued outdated muskets and no ammunition. Colonel Preston remedied the situation, but not before eight men had left the regiment. Major Robert Allen, who was well liked and respected, drilled the men for weeks, since Colonel Preston knew nothing about military tactics or procedures. Although the men were bored and tired of drilling, it prepared them for the battle situations that lay ahead.

The 28th Virginia fought in almost all of the Army of Northern Virginia's major battles of 1861 and 1862. The regiment began with involvement at the First Battle of Manassas, and afterwards underwent a big change in command when Colonel Preston quit. The regiment was reorganized and Major Allen was elected to take command. They had a few months to prepare, but after that, it was non-stop fighting. In five short months, the 28th fought in seven different battles: Williamsburg, Fair Oaks, Gaines' Mill, Frayser's Farm, Second Manassas, Boonsboro, and Antietam. All of this fighting took a heavy toll on the regiment.

The 28th wasn't involved in another major battle until Gettysburg. They spent most of early 1863 on a foraging expedition and participating in a siege on a Union fort. Soon, they headed north, destined to end up in an unknown town by the name of Gettysburg.

Confederate Leaders at Gettysburg

Pickett's Charge, Gettysburg National Military Park Student Program, 24-25.

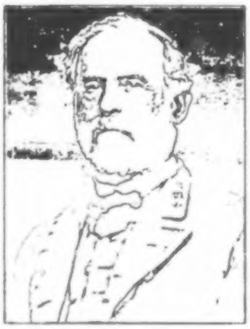
Gettysburg The Souvenir Guide to the National Military Park by James A. Gross and Andre B. Collins, Maps by James A. Gross, Tem inc, Gettysburg, PA, 1991, 5.

The Killer Angels, Michael Shaara, Time Machine to Gettysburg, A Turner Adventure Learning Educational Program, produced by Turner Educational Services, Inc. in cooperation with the Center for Excellence in Education, Indiana University, 1994, Student Handout #1.

GRADE 5

Confederate Leaders at Gettysburg

From Pickett's Charge, Gettysburg National Military Park Student Program



Gen. Robert E. Lee, Officer of the Confederate Army. Courtesy of the Library of Congress, LC-B812-0001

General Robert E. Lee
Army of Northern Virginia
Your Army Commander

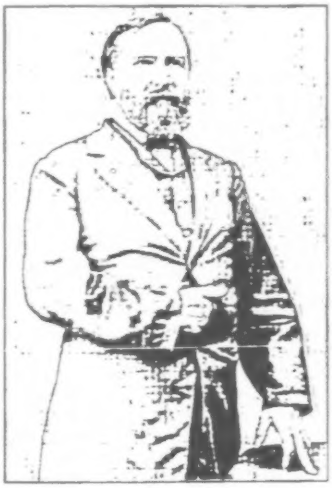
Robert E. Lee was 54 years old when the Civil War broke out in 1861. He had a brilliant career in the United States military and was asked to command the Union Army. Although Lee didn't want the country to split, he was very loyal to his home state of Virginia. When Virginia seceded from the Union, Lee joined the Confederacy. He commanded the Army of Northern Virginia and then, in 1865, he became overall commander of all Confederate armies.

At first, the soldiers did not like Robert E. Lee; they called him names like *Granny Lee*. Soon, however, they learned to love and respect him. The Union also learned to respect him. He was a very good person, was very considerate of others, and was a brilliant general. This made him the greatest commander of the period. Lee almost always led the army to victories against the Union. By the time of the Battle of Gettysburg, the soldiers of the Army of Northern Virginia believed their commander would lead them to victory every time. Lee believed that his men were unbeatable. At Gettysburg, these two beliefs would be tested (Pickett's Charge, 24).

He is in control. He does not lose his temper nor his faith; he never complains. ...He believes absolutely in God. He loves Virginia above all... He is the most beloved man in either army (*Killer Angels, Time Machine*).

Lieutenant General James Longstreet
Your Corps Commander

James Longstreet also had a long and respected career in the United States military. Still, he joined the Confederacy with his home state of Georgia. When Lee took over, Longstreet quickly rose to become second in command of the Army of Northern Virginia. He was given command of the First Corps, which he molded into a powerful fighting force.



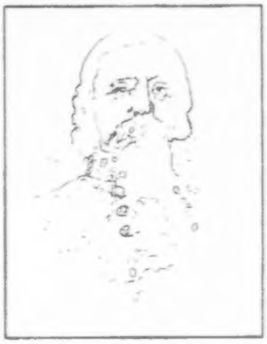
Portrait of Lieut. Gen. James Longstreet, C.S.A. Courtesy of the Library of Congress, LC-B812-2014

He suffered through tragedy during the Civil War, when an outbreak of scarlet fever took the lives of three of his four children. After that experience, he focused on the army and taking care of his men.

Longstreet was Lee's most experienced soldier, and Lee needed him to lead the men in battle. The men counted on him for inspiration and courage. They knew that he would do everything in his power to guarantee their success and, as much as possible, their safety. At Gettysburg, Longstreet would be torn between his loyalty to his commander and his loyalty to his men.

Major General George E. Pickett
Your Divisional Commander

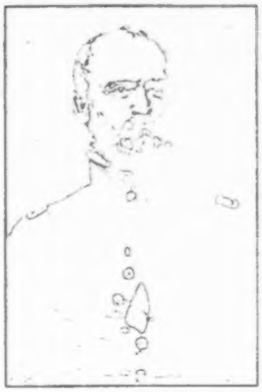
George Pickett was not taken very seriously by most of the generals in the army. He was known more for his perfume and curled hair than for his bravery and leadership. Pickett ranked last when he graduated from West Point in 1846. The only reason he got to be a general was because he was a friend of General Longstreet, who always pushed for his promotion. Pickett joined the Confederacy and commanded a division in Longstreet's Corps for ten months before the battle of Gettysburg. He still hadn't led the men in battle. He was eager to fight at Gettysburg, hoping for a chance at fame and glory.



Major General George E. Pickett, CSA Illustration from *Battles and Leaders III*

Gaudy and lovable, long-haired, perfumed. Last in his class at West Point, he makes up for a lack of wisdom with a lusty exuberance (*Killer Angels, Time Machine*).

57th Virginia Infantry Regiment



General Lewis Armistead. From *Battles and Leaders III*

Brigadier General Lewis A. Armistead

Your Brigade Commander

Lewis Armistead was the oldest brigadier general in Pickett's division. He had been in the United States army for twenty-two years. When the war broke out, Armistead resigned to join the Confederacy. He did not want to fight against the Union, but he was loyal to his home state of Virginia. He was a tough man; in a span of only six years, he had lost two wives, two daughters, and his family farm. In addition to all of this heartbreak, he found it difficult to part from his long-time friend, Winfield Scott Hancock, who remained in the U.S. Army. Armistead originally commanded the 57th Virginia Regiment but rapidly rose to command a brigade. He had commanded the brigade for a long time before Gettysburg, although it had only been involved in the fighting at Malvern Hill. At Gettysburg, Armistead would have his chance to lead his men to glory, but at the cost of having to fight against his friend, Hancock, who was leading the men on the opposite ridge.

Colonel John Bowie Magruder

Your Regimental Commander

When the Civil War broke out, John Magruder quit his job as a teacher and took a two-month course in military tactics at the Virginia Military Institute. He returned home, organized the "Rivanna Guards," and became its captain. Before his 24th birthday, Magruder would rise to become the Colonel of the 57th Virginia. Colonel Magruder was known for his dedication, intelligence, and dependability. He would put these qualities into action at Gettysburg.

History of the 57th Virginia Infantry Regiment

From Pickett's Charge, Gettysburg National Military Park Student Program

The 57th Virginia Infantry Regiment was just one of the fifteen Confederate regiments under General George Pickett that participated in the massive infantry charge at Gettysburg on July 3, 1863. The men in each Civil War regiment usually came from the same communities and had very similar backgrounds. Their experiences in the army during the first years of the war made these bonds even stronger.

After President Lincoln called for volunteers to fight in the Union Army, the governor of Virginia issued a call for volunteers to fight in the Confederate Army, the 57th Virginia Infantry Regiment was formed in response to this call. The regiment included men from six different counties, most of whom were farmers. The majority of the ten companies consisted of men that volunteered from Pittsylvania County, but there were also men from Buckingham, Franklin, Henry, Albemarle, and Botetourt counties. Many of the men did not have any weapons or uniforms. Townspeople did the best they could to supply the volunteers with uniforms and the basic equipment they would need for camp life. The Virginia State Armory eventually found enough muskets to give the men.

On September 25, 1861, Colonel Lewis Addison Armistead took command of the regiment. He immediately began an intense training schedule for the men and instituted a strict discipline policy. They drilled and assisted in the guarding of Federal prisoners, never leaving the Richmond area or participating in any serious fighting throughout 1861. Although they were not engaged in battle, they were constantly fighting disease among their ranks. The regiment went into camp for the winter and suffered from typhoid fever, measles, diarrhea, and other illnesses that often ran rampant through the camps.

The regiment was ordered to North Carolina to defend the Blackwater River, finally breaking the monotony of camp. There, they suffered from a poor diet. The 57th Virginia continued to be plagued with boredom and disease and was not in a battle until July 1, 1862, almost a year after they had been organized. At the Battle of Malvern Hill, the regiment bravely charged the Federal lines twice but were unable to break through. In that one day, they suffered 113 casualties. They had obeyed orders and come close to achieving victory, even against overwhelming odds. Colonel Armistead had become General Armistead and was in command of the entire brigade. John Bowie Magruder was now in command of the regiment, and remained its colonel at Gettysburg.

In 1862, the regiment played a small role in the Second Battle of Manassas and Antietam, suffering very little in casualties. On October 27, 1862, the 57th and the rest of Armistead's brigade were assigned to the division of Major General George Pickett. The regiment was at the Battle of Fredericksburg, but did not participate in the fighting. After Fredericksburg, they headed down to North Carolina to look for food and supplies. Due to that expedition, the regiment was not present for the Battle of Chancellorsville, although they experienced some small-scale fighting in North Carolina. By the summer of 1863, the 57th Virginia had not been through a whole lot of intense fighting, but their training would soon be tested outside of a little Pennsylvania town called Gettysburg.

28th Virginia Infantry Regiment, C.S.A.

From Pickett's Charge, Gettysburg National Military Park Student Program

1. **Captain Michael P. Spessard** - 41 years old/Farmer from New Castle/Son is Private Spessard, also in this company.

2. **Lieutenant John A. J. Lee** - 25 years old/Farmer from New Castle/5 feet, 9.5 inches tall/Dark hair, gray eyes, dark skin.

3. **Sergeant Edward G. Richardson** (will serve as First Sergeant) - 27 years old/Shoemaker from Botetourt/Wounded June 1862 at Frayser's Farm, VA/Wounded Sept. 1862 at Boonsboro, MD/In hospital until February 1863.

4. **Color Sergeant John Eakin** - Born Nov. 25, 1836/Farmer from Craig/Promoted to color sergeant December 1862.

5. **Sergeant John B. Caldwell** (will serve as Color Sergeant) - 27 years old/Farmer from Craig/Promoted to Sergeant in January 1862.

6. **Private Jacob W. Myers** - 19 years old/Blacksmith from Craig/Enlisted 1861 at age of 17.

7. **Corporal Dabney Debo** - Born June 9, 1839/Enlisted April 27, 1861/Farmer from Chestnut Fork/Captured May 5, 1862 in Williamsburg, VA/POW in Old Capital Prison in Washington D.C./Exchanged on August 5, 1862/Wounded August 30, 1862 at 2nd Manassas/Recovered.

8. **Private James P. Martin** - 19 years old/Enlisted in August, 1861 at Fairfax Court House.

9. **Private Simon Hancock** - 35 years old/Farmer from Bedford/Fair skin, dark hair, blue eyes/6 feet and ½ inch tall/Enlisted March, 1862/Sick in Lynchburg Hospital August through December 1862.

10. **Private Hezekiah Spessard** - Enlisted in February 1863/Father is Captain Michael Spessard of this regiment.

11. **Private James G. Kessler** - From Fincastle/Placed under arrest March 1863 through June 1863, when he was released by order of General Pickett.

12. **Private James H. Thompson** - Transferred from 4th VA Regiment August 30, 1861.

13. **Private William R. Obenshain** - 19 years old/From Fincastle/5 feet 3 inches tall/Dark skin, black hair, hazel eyes/Enlisted March 1862/Sick and in hospital with debility from May to November 1862.

14. **Private John M. Brisentine** - Married to Sarah Jane Brisentine/Enlisted May 15, 1861/Laborer from Craig County/Absent at home January through April 1862/Wounded at Frayser's Farm June 30, 1862/AWOL November to December 1862.

15. **Corporal John Jefferson Miller** - 25 years old/Farmer from New Castle.

16. **Private Calvin P. Dearing** - 21 years old/Farmer from Chestnut Fort/Sick in the hospi-

tal August to November 1862.

17. **Private Edward A. Belew** - Joined in 1861/Absent until January, 1862/Captured May, 1862 in Williamsburg/Returned to duty August 1862/Orderly to Colonel Allen at Gettysburg.

18. **Private George Kelly Turner** - 24 years old/6 feet 2.75 inches tall/Dark skin, black hair, hazel eyes/Sick November 1862 through January 1863.

19. **Private Joseph H. Hughes** - 23 years old/Laborer from Botetourt/Deserted September through November 1862/Returned.

20. **Private Robert Christian Holland** - Attended Roanoke College/Enlisted May 1861 in Salem/Wounded at 2nd Manassas/In hospital until November 1862/Returned to duty.

21. **Corporal Henry Lewis Camper** - 24 years old/Promoted to Corporal October, 1862.

22. **Private Samuel Ronk** - 33 years old/Wagon maker from Botetourt/5 feet, 8 inches tall/Fair skin, fair hair, gray eyes.

23. **Private Robert Ballard** - 22 years old/Farmer from Good's Crossing/Wounded at Frayser's Farm in June 1862/In hospital until December 1862.

24. **Private Uriah H. Ayres** - 28 years old/Farmer from Bedford County/6 feet, 3 inches tall/Dark skin, dark hair, blue eyes/Wounded June 1, 1862 at Seven Pines/In hospital until December 1862/Returned to regiment January 1863.

25. **Private Nathaniel Chittum** - 24 years old/From Bedford/5 feet, 10.5 inches tall/Light skin, brown hair, gray eyes/Wounded June 1862/sent home then returned to Regiment.

26. **Private Marion J. Cundiff** - 22 years old/Farmer from Bedford/5 feet, 7.5 inches tall/Dark skin, brown eyes, black hair.

27. **Private George A. Lollis** - 20 years old/Farmer from Botetourt.

28. **Private James O. Dudding** - 26 years old/Married/Farmer from New Castle/Sick September through December 1861 in Lynchburg Hospital/Deserted hospital April 1862/Rejoined December 1862/Placed under arrest.

29. **Private William Barnes** - Enlisted May 1862/Sick in hospital with diarrhea July through August 1862.

30. **Private Daniel M. Brown** - 31 years old/Carpenter from Botetourt/Began as Corporal but reduced to Private in May 1862/Wounded May 1862 at Williamsport/At home until October 1862.

31. **Private Samuel M. Brown** - 25 years old/From Botetourt/Wounded in June 1862/In hospital until October 1862.

32. **Private Osson Perry Knight** - 43 years old/From Bedford/5 feet, 8.5 inches tall/Light skin, yellow hair, blue eyes.

33. **Private John A. Roach** - 31 years old/Farmer from Bedford/Enlisted in March 1863/Dark skin, black eyes, black hair.

34. **Private A.B. Tompkins Ailiff** - 35 years old/Dark skin, black hair, hazel eyes/Farmer/Enlisted in March 1862/Sick in hospital with pneumonia from May through August 1862.

35. **Private Henry L. Book** - Married to Mary Book/Mechanic from Craig Courthouse/Enlisted on May 15, 1861/Sick in Petersburg Hospital in the fall of 1861/Sent home until May 1862/Returned to regiment.

GRADE 5

57th Virginia Infantry Regiment, C.S.A.

From Pickett's Charge, Gettysburg National Military Park Student Program

1. **Captain John H. Smith** - From Franklin County/Enlisted July 23, 1861 at Big Lick/Promoted from Sergeant to 2nd Lieutenant January 1862/Promoted to Captain June 1862/Absent due to sickness from June through December 1862.

2. **Lieutenant Charles H. Jones** - Age 24/Enlisted June 21, 1861 as Sergeant/Resident of Pig River/6 feet, 1 inch tall/Fair complexion, dark hair, and dark eyes/Listed as Lieutenant in October 1862/Absent due to sickness in December 1862.

3. **Sergeant Wyatt S. Meador** (will serve as First Sergeant) - Enlisted May 29, 1861 at Gravel Hill/Promoted to Sergeant November 1861.

4. **Sergeant Joseph C. Mahan** (will serve as Color Sergeant) - Enlisted July 10, 1861 in Rorrers/Promoted to Corporal October 1862 and then to Sergeant in June 1863.

5. **Sergeant James Anderson** (will serve as Color Sergeant) - 18 years old/Farmer/Enlisted July 1861 in Pittsylvania County/Promoted to Corporal in November 1861 and then to Sergeant in May 1862.

6. **Private Landon Hodges** - Enlisted in Sydnorsville, August 8, 1861/5 feet 6.75 inches tall/Fair complexion, brown hair, light brown eyes/Resides in Franklin County/Absent due to sickness January through April 1862/Discharged September 1862/Re-enlisted.

7. **Private Alfred J. Wade** - Enlisted May 29, 1861 at Gravel Hill/Deserted February 20, 1863/Rejoined May 2, 1863.

8. **Private John R. Gaulding** - Pittsylvania County farmer/Enlisted August 1861/Admitted Chimborazo Hospital on February 16, 1863, with rheumatism/Returned to duty February 19, 1863.

9. **Private James G. Lee** - Born in Buckingham County/Enlisted on September 11, 1861 in Richmond at the age of 18/Re-enlisted in February 1862/5 feet, 11 inches tall/Dark complexion, gray eyes.

10. **Private John S. Crum** - Enlisted July 7, 1861 in Sydnorsville/Admitted to Richmond Hospital September 30, 1862 with diarrhea/Furloughed Oct. 10, 1862/Absent due to sickness through February 1863/Admitted Danville Hospital May 20, 1863 with pneumonia/Returned to duty May 22, 1863/5 feet, 9 inches tall/Fair complexion, brown hair, gray eyes/Resident of Franklin County.

11. **Private George C. Willis** - Enlisted August 19, 1861 in Sydnorsville/Broke leg at Malvern Hill/Absent through December 1862/Returned to regiment/5 feet, 9.5 inches tall/Dark complexion, brown hair, gray eyes/Resided in Franklin County.

12. **Corporal Joseph W. Heckman** - Enlisted July 10, 1861 at Pig River/In hospital with debility August 28, 1862 through April 2, 1863/Returned to duty.

13. **Private Moses H. Stone** - Enlisted March 6, 1862 in Franklin County/Confined December 23, 1862 for trading in camp/Returned to duty.

14. **Corporal William H. Davis** - Farmer from Franklin County/Enlisted in June 1861/Hospitalized May through July 1862/6 feet tall/Fair complexion, light hair, blue eyes.

15. **Private Brice E. Martin** - Enlisted July 10, 1861 at Mt. Vernon Church/Farmer.

16. **Private Alexander Custard** - Enlisted August 17, 1861 in Pittsylvania County/Furloughed February 1862/Returned to duty.

17. **Private Creed F. Jones** - Enlisted April 17, 1862 at Ft. Dillard/Farmer/5 feet, 10 inches tall/Dark complexion, black hair, dark eyes/Deserted May 9, 1862/Rejoined January 1863.

18. **Private William B. Dunkum** - Enlisted August 22, 1861 in Buckingham County/Admitted to Farmville Hospital July 26, 1862/Returned to duty November 24, 1862.

19. **Private Joseph Cox** - Enlisted March 6, 1862 in Franklin County/Absent due to sickness through December 1862/Returned to duty.

20. **Private Thomas Henry Fowler** - Born in Maryland/Druggist/5 feet, 8 inches tall/Fair complexion, light hair, blue eyes/Enlisted at Rocky Mount on March 20, 1862.

21. **Private William J. Tomlinson** - Born in South Carolina/Age 36/Farmer/6 feet tall/Fair complexion, auburn hair, blue eyes/Enlisted June 10, 1861/Discharged October 18, 1861/Re-enlisted February 1, 1862/Wounded in thigh at Malvern Hill/Admitted to Danville Hospital September 28, 1862/Returned to duty Dec. 25, 1862.

22. **Private John Whitmore** - Enlisted July 19, 1861 in Botetourt County/5 Feet, 10 inches tall/Dark complexion, black hair, hazel eyes.

23. **Private William Moran** - Enlisted April 17, 1862 in Norfolk.

24. **Private Achilles M. Dolman** - Enlisted July 20, 1861 in Jackson/6 feet tall/Dark complexion, auburn hair, dark blue eyes/Resided in Albermarle County/Absent due to sickness December 1861 through Feb. 1862.

25. **Private John B. Pate** - Born Franklin County/Enlisted June 21, 1862 at Higgs Field/6 feet 1.75 inches tall/Ruddy complexion, dark brown hair, gray eyes/Absent through October 1862/Returned to duty.

26. **Private James W. Owen** - Enlisted June 22, 1861 at Gumsprings/Carpenter/Absent due to sickness December 1861 through April 1862/Returned to duty.

27. **Private Samuel W. Thornton** - Enlisted June 15, 1861 at Young's Store/Admitted to Chimborazo Hospital August 30, 1861 with diarrhea/Furloughed Sept. 8, 1861 for 30 days/Admitted to Chimborazo Hospital July 4, 1862 with chronic rheumatism/Returned to duty.

28. **Private James R. Gardner** - Enlisted July 10, 1861 in Henry County/6 feet, 4 inches tall/Dark complexion, dark hair, dark eyes/Resided in Pittsylvania County/Captured September 19, 1862 at Harpers Ferry/Exchanged November 10, 1862/Returned to duty.

29. **Private William A. Kirks** - Enlisted July 13, 1861 in Sydnorsville/5 feet, 6.5 inches tall/Fair complexion, light brown hair, light blue eyes.

30. **Private John C. Lester** - Enlisted July 10, 1861 at Mt. Vernon Church/5 feet, 9.5 inches tall/Fair complexion, light hair, brown eyes/Resided in Henry County.

31. **Private Christopher C. Winger** - Born in Botetourt County/Enlisted June 12, 1861 at Waskey's Mill.

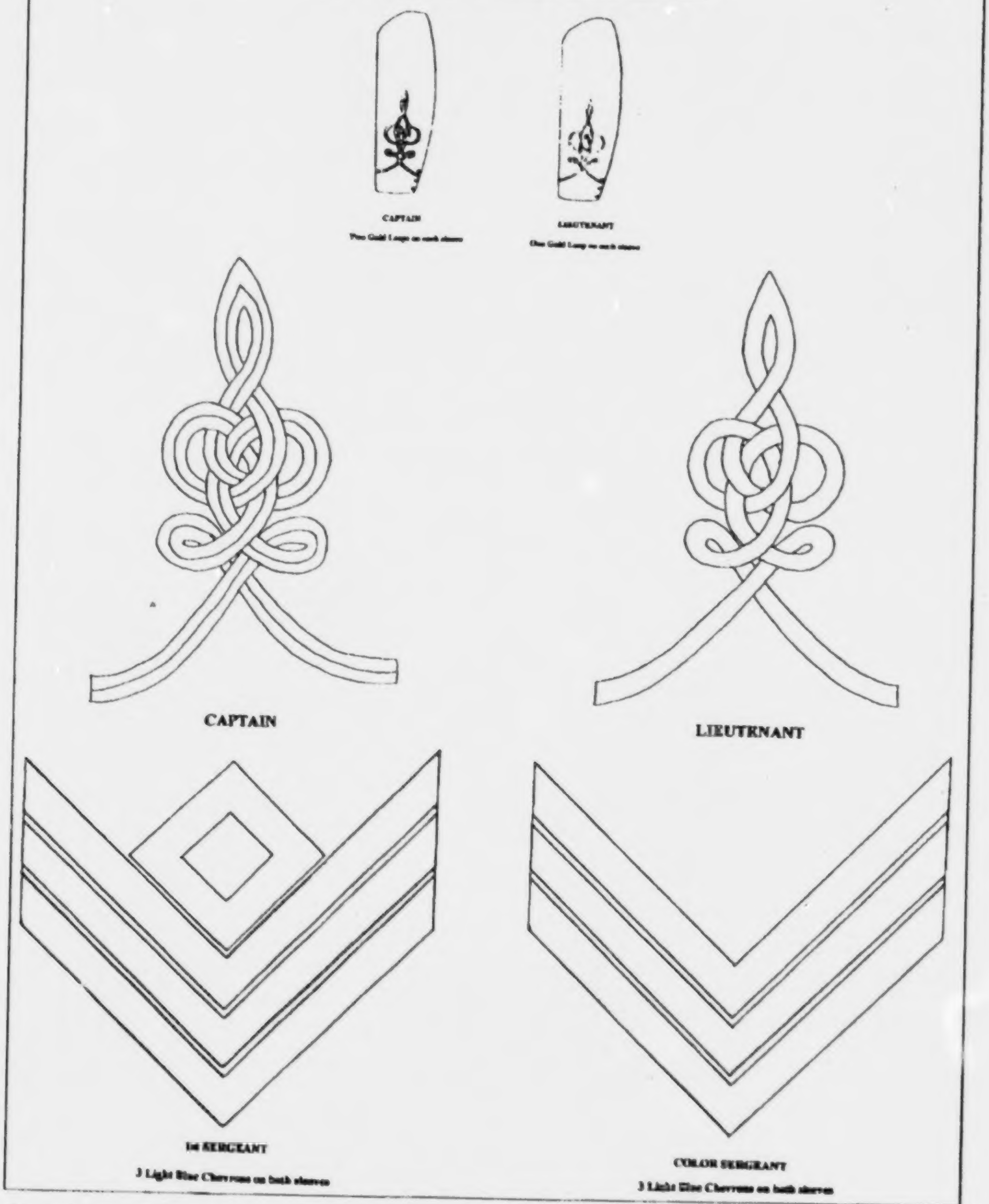
32. **Private Thomas Overby** - Enlisted June 10, 1861 at Bachelor's Hall.

33. **Corporal Ralph Adkins** - Enlisted July 1, 1861 in Pittsylvania County/Promoted to Corporal May 7, 1862/Wounded in leg at Malvern Hill/Absent due to sickness through February 1863/Returned to duty.

34. **Private William H. Norris** - Born November 1840/Albermarle County farmer/Enlisted July 13, 1861 at Stoney Point/5 feet, 11.5 inches tall/Fair complexion, black hair, and hazel eyes.

35. **Private Arthur L. Smith** - Enlisted March 1, 1862 in Buckingham County/5 feet, 9 inches tall/Fair complexion, brown hair, blue eyes/Resided in Buck County.

OFFICERS' INSIGNIA


CAPTAIN
Two Gold Loops on each sleeve
LIEUTENANT
One Gold Loop on each sleeve
CAPTAIN
LIEUTENANT
1st SERGEANT
3 Light Blue Chevrons on both sleeves
COLOR SERGEANT
3 Light Blue Chevrons on both sleeves

Officer's Insignia, "A Field Guide to Educators" Courtesy of Joan Pore and the GNMP

GRADE 5

Pack a Civil War Lunch

From Gettysburg National Military Park, Pickett's Charge Program

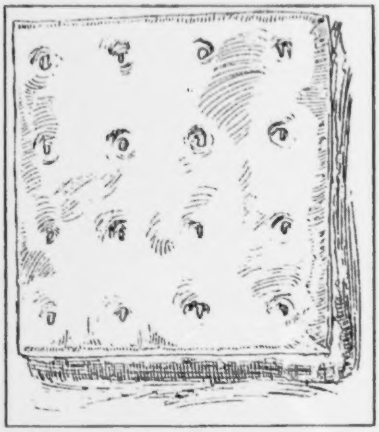
To make your fieldtrip experience even more authentic, pack a lunch with some of the foods that soldiers ate during the Civil War. Invite a friend in the class over so you two can have fun shopping and cooking together! Below, you will find a list of foods and recipes to choose from.

Make sure to get permission from your parents before you get started. If you are lucky, they might even help you!

Union: Salt pork, fresh or salted beef, salted bacon, salt, pepper, molasses, rice, hominy, soft bread, cornmeal, dried fruit or vegetables, dried peas or beans, hardtack, tea, coffee, and condensed milk.

Confederate: Salted beef, salted bacon, molasses, cornmeal, fresh vegetables, dried peas, and tea.

Hardtack – Union



About 2 cups flour (unbleached wheat flour is more authentic)
Between ½ to ¾ cup water
2 teaspoons salt

Preheated oven
Mixing bowl
Rolling pin (or smooth plastic cup)
Fork or point of a knife to make holes in crackers
Cookie sheet
Cooling rack

Pre-heat the oven to 350 degrees. Mix the flour and salt together in a bowl. Add water, little by little, mixing by hand until the dough starts to stick to itself. It shouldn't stick to the bowl. Roll the dough into a rectangle about ½ inch thick. Cut into 3-inch squares. Make four rows of four holes in each cracker – do this on both sides. Cook for 25 minutes on an ungreased cookie sheet. Flip the crackers, and bake for another 25 minutes. Place the lightly brown crackers on a cooling rack.

**If the shape of your hardtack, after being bludgeoned with a hammer, remains unaltered, you are well on your way to authenticity! Add worms for the true Civil War experience. (Just kidding!)

Pudding – Union

If we wanted something extra, we pounded our crackers [hardtack] *into fine pieces, mixed it up with sugar, raisons and water, and boiled it in our tin cups. This we called pudding.* –

— *Recipe from Alfred Bellard, in* Gone for A Soldier *(page 122).*

Slapjacks – Union

Whenever flour was issued out as rations we made what was called slapjacks, that is flour and water made into a batter with a little salt and fried in our frying pans. ... We had flour dealt out to us at Harrison's Landing but had no canteen to fry it in, so it was of no use until I found an old broken shovel. This was cleaned and cooked the slapjacks for the company.

— *Recipe from Alfred Bellard, in* Gone for A Soldier *(page 120-121).*

Skillygallee – Union

Soak hardtack in water until soft, and then crumble. Fry in bacon fat. (Get your parents' help for this one.)

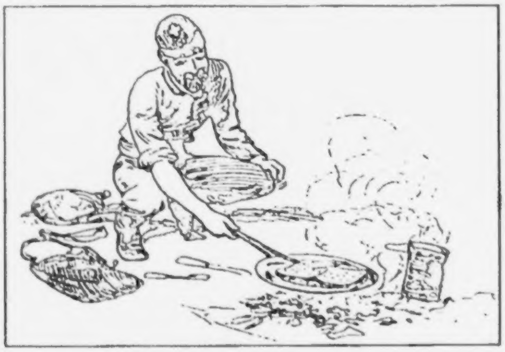


Illustration from *Hardtack and Coffee*

Hard Tack, Come Again No More

Anonymous

Let us close our game of poker, take our tin cups in our hand
As we all stand by the cook's tent door
As dried monies of hard crackers are handed to each man.
O, hard tack, come again no more!

CHORUS: 'Tis the song, the sigh of the hungry:
"Hard tack, hard tack, come again no more."
Many days you have lingered upon our stomachs sore.
O, hard tack, come again no more!

'Tis a hungry, thirsty soldier who wears his life away
In torn clothes—his better days are o'er.
And he's sighing now for whiskey in a voice as dry as hay,
"O, hard tack, come again no more!"— **CHORUS**

'Tis the wail that is heard in camp both night and day,
'Tis the murmur that's mingled with each snore.
'Tis the sighing of the soul for spring chickens far away,
"O, hard tack, come again no more!"— **CHORUS**

But to all these cries and murmurs, there comes a sudden hush
As frail forms are fainting by the door,
For they feed us now on horse feed that the cooks call mush!
O, hard tack, come again once more!

FINAL CHORUS: 'Tis the dying wail of the starving:
"O, hard tack, hard tack, come again once more!"
You were old and very wormy, but we pass your failings o'er.
O, hard tack, come again once more!

Lyrics courtesy of Kathie Watson, Poetry and Music of the War Between the States,
http://users.erols.com/kfraser/union/songs/union-bonnie.html.
Please visit this site for more lyrics, information, and MIDI files.

Johnnie Cake – Confederate

Get your parents to help you on this one.

3 cups cornmeal
2 eggs
1 ½ cups boiling water
Enough hot oil to fry Johnnie Cakes

Mixing bowl and spoon
Skillet
Cooling rack

Mix the cornmeal and eggs in a bowl. Slowly, little by little, add very hot water until you have a batter. You may need more or less water – use your judgment. Get your parents for this part: heat oil into skillet until hot enough for frying. Carefully place the batter by spoonfuls into the oil and fry until golden brown. Remove from skillet and cool on rack.

Cornbread was widely eaten in the South. If you like, buy a cornbread mix and follow the directions! It isn't exactly like what was eaten back then, but it will do for those of you who are less brave!

Coosh or Cush — Confederate

(Recipe for those of you who have a hard time FINDING the kitchen) - Confederate

Fry bits of cooked beef with bacon grease and cornmeal. This isn't rocket science, folks.

GRADE 5

The Wheatfield

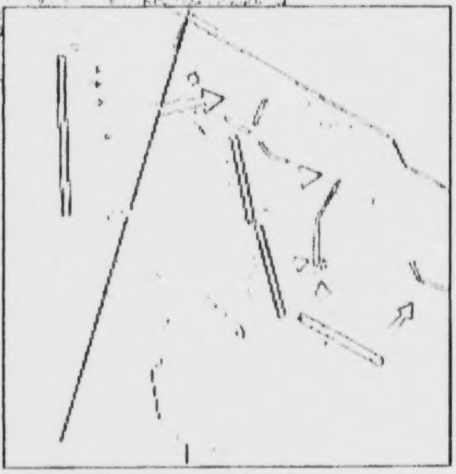
July 2, 1863

The Battle of Gettysburg, National Park Civil War Series, by Harry W. Pfanz, additional text by Scott Hartwig, maps by George Skoch, Eastern National Park and Monument Association, 1994.

MilitaryHistoryOnline.com, On A March Through the Past, Battle of Gettysburg, The Wheatfield, www.militaryhistoryonline.com/gettysburg/day2/getty23.asp.

Gettysburg The Souvenir Guide to the National Military Park by James A. Gross and Andre B. Collins, Maps by James A. Gross, Tem inc, Gettysburg, PA, 1991.

July 2, 1863 The Peach Orchard. Map by George Skoch Maps Courtesy of Eastern National



July 2, 1863 Map of the Battle of Gettysburg Courtesy of the National Park Service.

GRADE 5

The Wheatfield

July 2, 1863

As read about the Wheatfield on July 2, 1863, draw a map on a separate sheet of paper. This will help you understand the battle and answer the questions. (It would be a good idea to read the questions first.) In each square, write "C" if the Confederates have the Wheatfield and "U" if the Union soldiers have the Wheatfield.

☐ At 4:30 p.m., **Anderson's Brigade** and the **3rd Arkansas regiment (Confederate)** attacked the Third Corps (Union), which was behind the stone wall. The stone wall was at the Wheatfield's western edge. The **Confederate** attack failed and the men retreated back across the Wheatfield.

☐ **Kershaw and Semmes' Divisions** joined **Anderson's men**. They attacked the Third Corps. The Fifth Corps troops, who were on the stony hill, were afraid that the **Confederates** would go around them and attack on their side (called a flank attack). So, they fell back behind the Wheatfield Road. This made the Third Corps (south of the Wheatfield) in danger of a flank attack, and its troops fell back too.

☐ The **Confederates** moved ahead. Caldwell's Division of the 2nd Corps arrived on the Wheatfield Road at the north side of the Wheatfield. At the same time, the **Confederates** were driving the Third and Fifth Corps from their positions on its southern and western sides.

☐ At 5:30 p.m., Caldwell's Brigades quickly charged through the wheat, driving the **Confederates** back. Three brigade commanders fell with mortal wounds during this charge. (A mortal wound will eventually kill you.)

☐ At 6:00 p.m., **Barksdale** and **Woffard's brigades** joined the rest of the **Confederate brigades**. They attacked Caldwell's men, who were flanked and fell back.

☐ Colonel Sweitzer's Brigade was sent into the Wheatfield to stop the **Confederates**, but they couldn't do it. They retreated, and two brigades of Ayres' Division of the Fifth Corps entered the east side of the Wheatfield. They wanted to stop the **Confederates** just long enough for the retreating Union troops to go to Little Round Top and defend themselves. They did this, but 800 men were killed or wounded.

☐ The attacking **Confederates** reached Plum Run at the base of Little Round Top but were stopped from going any further. A brigade of Pennsylvanians charged the **Confederates** at the bottom of Little Round Top and drove them back across the Wheatfield. By this time, it was dark. The soldiers were very tired, and the fighting on the Wheatfield ended for the day.

☐ The Wheatfield was covered with over 6,000 dead and wounded soldiers, and Plum Run was red with blood.

Who's in Control of the Wheatfield? Answer the questions below.

1. The Union troops had the Wheatfield when the fighting began. How many times did the Wheatfield change hands? (In other words, how many times did the other side get the field?)

2. Who was in possession of the Wheatfield at the end of the day?

3. Why did the fighting finally stop?

GRADE 5

EXPLORING THE GETTYSBURG MUSEUM

When the Civil War began in 1861, President Lincoln called for 75,000 volunteers to join the Union Army to put down the rebellion. As you enter the museum you will enter the world of a Civil War soldier in 1861. **Read** the recruiting posters on the wall and make an important decision. Will you join Capt. Driver's Co. for three months, Bridgewater for one year, or the Corn Exchange? The **Bounty** and **Pay** might be a factor in your decision.

I decided to join ____ because I

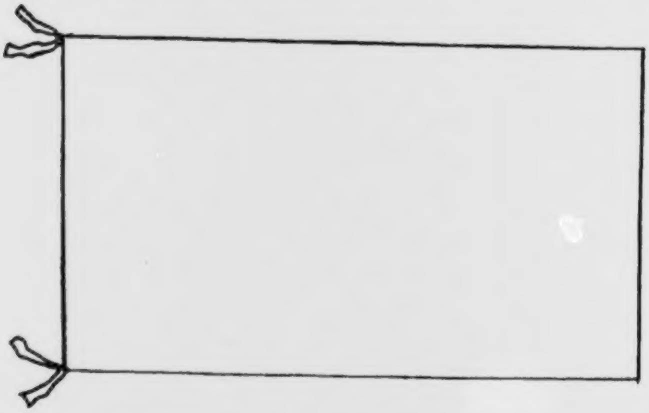
____

After you take the Oath of Allegiance you are a fullfledged soldier.

> **"I______________________ , do solemnly swear that I will bear true allegiance to the United States of America, that I will serve them honestly and faithfully, against all enemies and opponents whatsoever, that I will obey the orders of the President of the United States, and the officers appointed over me, according to the rules of the armies of the United States, so help me God!"**

Optional Activity

You have been asked to design a flag for your regiment. Give your flag a unique design that will distinquish yours from all the others.



I. THE GALLANT MEN

As you walk by the photos on the wall, search for at least four men who survived the three day battle at Gettysburg. Write their names and their company or regiment on the lines below.

________________________________ ________________________________

________________________________ ________________________________

How many men were actually killed as a result of the battle at Gettysburg?______________

II. ARMIES AND ARTIFACTS

Follow the wall of photographs and enter the door at the right. Here you will find artifacts found on the battlefield.

In your opinion, what is the most interesting piece in the collection?

____

Why?

____

Now, take the time to view the program, "Gettysburg: The Armies". It will show and explain the makeup of an army and show what happened to them here at Gettysburg.

NOW YOU WILL GO TO THE REAR OF THE HALLWAY AND PROCEED DOWN THE STAIRS.

III. UNION INFANTRYMAN'S EXHIBITS AND UNIFORM

Take the time to examine the uniform displays. As a new soldier, you will need to choose a uniform and other items for living a soldier's life. As you decide, imagine how it must have felt to wear one of these uniforms during the Battle of Gettysburg in July of 1863.

I have chosen to wear:

A) Fatique Jacket, Trousers, and Forage Cap ______________
B) Zouave Uniform ______________
C) Union Officer's Dress Uniform ______________
D) Union Enlisted Cavalry Uniform ______________
E) Union Colonel of the Artilleries Uniform ______________

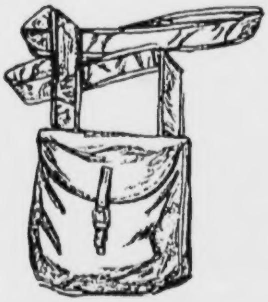
Look carefully at the trousers. How are they different from yours?

____

GRADE 5

IV. UNION INFANTRY EQUIPMENT

Look closely at the items carried by each soldier. Write the name of each piece of equipment on the line under it.



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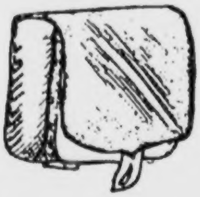

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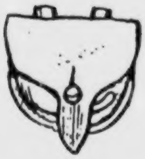

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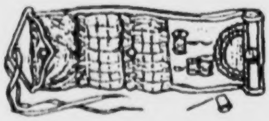

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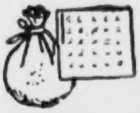

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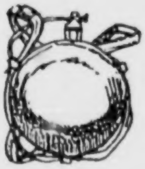


____

Hardtack was the bread ration given to each soldier. A soldier got three pieces per day. If a crate of hardtack had 500 pieces in it and each man going into battle got rations for three days, how many men would one crate of hardtack feed? __________

How many crates would it take to feed a REGIMENT (approximately 400 men) going into battle?____

V. A SOLDIER'S CAMP

Here you will find two campsites. Take time to study both. Each man carried half a tent, therefore two men were needed to make a PUP tent. What would you do with your half if you were the odd man out (you had no partner)? ____________________

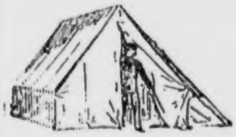
____

Examine the campsite carefully. List some of the ways men would pass the time while in camp.

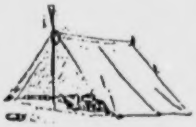
____________________ ____________________

____________________ ____________________

How is the officer's campsite different from the enlisted man's?



OFFICER'S



ENLISTED MAN'S

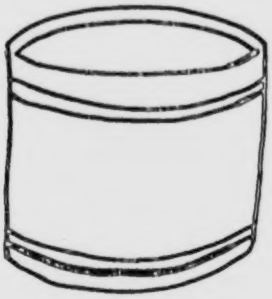
____________________ ____________________

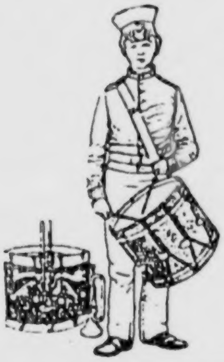
____________________ ____________________

____________________ ____________________

VI. CIVIL WAR MUSIC

Relax and enjoy the music of the Civil War era. The drums were always decorated. Complete this picture of the undecorated drum.



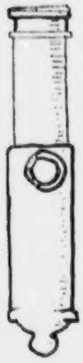


GRADE 5

VII. CANNONS AND RIFLED MUSKETS

Go to the large open area on the lower level to watch the videos on cannon and rifled musket firing. How many men are needed for a complete cannon crew?

Many different models of cannons were used during the Civil War period. Try to identify the models pictured below by studying the models in the museum.



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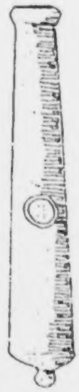

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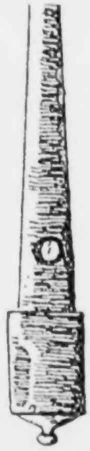

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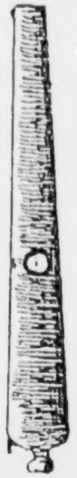

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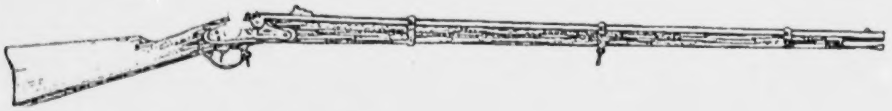
Illustrations from Jack Coggins' book, Arms and Equipment of the Civil War.

Pictured below is a drawing of a U.S. MODEL 1861 Rifled Musket. Although there were many types used by both armies this Springfield rifle was more generally used by the Union Infantry. Complete the picture by drawing in the missing part.



Can you name the part you added?________________________________

As you return to the main floor take time to view the exhibits on LEISURE TIME and Reigle and Myers. They are located to the right of the entrance to the Electric Map.

VIII. LEISURE TIME

When you examine the soldier's campsite you listed some things they did to pass the time. Did you list any of the activities that you see here? YES NO

Are any of the games still played today? YES NO

Which of the activities would you have engaged in during your free time?

________________ ________________ ________________

________________ ________________ ________________

IX. REIGLE AND MYERS

Here you see two Gettysburg men who answered the Union call. Which one of the men lived into the 1900's? ________________

Complete his timeline.

List one event under each year.

1861 '62 '63 '64 '65 '66 1916 1917

Now that you have completed your museum activity you can see that there are many different facets to the Civil War. If time permits you may want to take another walk through the museum to study the exhibits you may have missed.

When This Cruel War Is Over

by Charles Carroll Sawyer

Dearest Love, do you remember, when we last did meet,
How you told me that you loved me, kneeling at my feet?
Oh! How proud you stood before me, in your suit of blue,
When you vow'd to me and country, ever to be true.

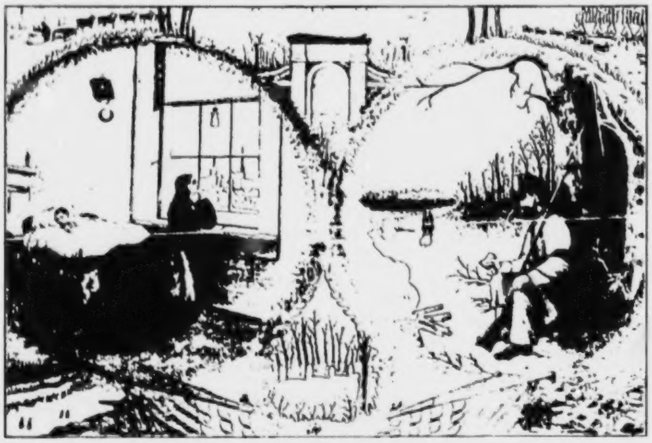
CHORUS: Weeping, sad and lonely, hopes and fears how vain!
When this cruel war is over, praying that we meet again.

When the summer breeze is sighing, mournfully along,
Or when autumn leaves are falling, sadly breathes the song.
Oft in dreams I see thee lying on the battle plain,
Lonely, wounded, even dying, calling but in vain.— **CHORUS**

If amid the din of battle, nobly you should fall,
Far away from those who love you, none to hear you call —
Who would whisper words of comfort, who would soothe your pain?
Ah! The many cruel fancies, ever in my brain.— **CHORUS**

But our Country called you, Darling, angels cheer your way;
While our nation's sons are fighting, we can only pray.
Nobly strike for God and Liberty, let all nations see
How we loved the starry banner, emblem of the free.— **CHORUS**

Lyrics courtesy of Kathie Watson, Poetry and Music of the War Between the States,
http://users.erols.com/kfraser/union/songs/union-bonnie.html.
Please visit this site for more lyrics, information, and MIDI files



"Christmas Eve '62" artist
Thomas Nash West Point
Museum Collection
United States Military
Academy

Name: ______________________

Soldier Journal

Write a "journal entry" from the viewpoint of the soldier you pretended to be during Pickett's Charge today.

Pickett's Charge is over; it's the evening of July 3, 1863. You may use the questions below to help you decide what to include in your entry if you wish. You should also use the "Civil War Slang" sheet to make your entry more real.

How did it feel to march across the open field in perfect parade dress, 12,000 to 15,000 strong? Were spirits high? What was it like when the Union artillery and rifle fire began to tear holes in your ranks? Did you want to turn back, or were you even more determined? What happened to you? Were you wounded? Captured? Killed? What are you feeling now as you are ...

Back on Seminary Ridge – defeat, sorrow over those lost, anxiety about a possible Union counterattack, concern for the future, etc.

Lying wounded on the field – pain, thirst, thoughts of home, wondering if anyone will rescue you before it is too late, thoughts of death, fear, questioning whether it was all worth it, anxiety over what was going to happen next, etc.

Dead, spirit in heaven (hopefully) – pride because you sacrificed your life for a cause you believed in, regret because you fought against your brother and died in vain, etc.

A prisoner among the Union soldiers – anguish as they celebrate around you, anxiety over the possibility of a Union counterattack, gratitude toward the Union soldiers as they share their food with you and include you in their conversation, anxious to discover if your friends are still alive, etc.

Preservation at Gettysburg

"Chamberlain's Charge" painting by Mort Kunstler Courtesy of Mort Kunstler

Without any doubt, Gettysburg is the country's most popular Civil War battlefield. Referred to as the "High Water Mark" of the Confederacy and the turning point of the war, about 1.7 million people come to visit each year.

Wouldn't you think that a famous place like this would be completely safe from being destroyed? Wrong. Currently, only 6,000 acres of this 11,581-acre site are protected, including 183 acres preserved by Civil War Preservation Trust.

What about the rest of the acres? They are in danger because of homes, roads, shopping centers, and fast food chains. The main threat to the Gettysburg battlefield is the web of roads that once drew the armies to this small Pennsylvania town. These roads continue to be a magnet for urban sprawl.

✓SOME THINGS TO CONSIDER

Go back to your soldier journal. Imagine that the soldier you reenacted at Pickett's charge has entered a time machine and jumped ahead to Gettysburg today. How would he feel to walk through modern Gettysburg and see tons of cars, roads, and congestion?

Jump to the future. How would he feel if he could see fast food chains and parking lots at the site of Pickett's Charge?

Would he feel surprised? Would he be happy or sad? How would he feel about the people who paved over the place where so many of his fellow soldiers died?

50th Anniversary of the Battle of Gettysburg Commission, Philadelphia Brigade and Pickett's Division PA State Archives

GRADE 8

Battlefield Field Trips

Battlefields as Outdoor Classrooms

> "This past summer, my family and I visited Virginia for the first time. I had read many books on the Civil War, but had never visited a real battlefield. Standing on the Manassas battlefield, I closed my eyes and imagined the flags waiting to be unfurled, the lines of Union and Confederate soldiers waiting for the first shot of battle. [...] This is real history and being there helped me to understand it. Today, many thousands of miles away from the battlefields in northern California, I can still remember the presence of history that day on the battlefield."
>
> — Quote from a Seventh Grader

GRADE 8

Teacher's Eyes Only:

Important note! Most of you will not be taking your students to Gettysburg because your school is nowhere near Gettysburg. We chose to feature Gettysburg in this curriculum for obvious reasons; it is one of the most famous of Civil War battlefields, and it is sometimes considered the turning point of the Civil War.

If you have the paper version of the curriculum, before you recklessly tear the fieldtrip section out of your copy of the curriculum and burn it, **please note that there are items in this section that you can use for any battlefield field trip!**

First, check out **Helpful Hints for Battlefield Fieldtrip Planning**. It is an excellent resource. Do not forget to check the preservation section of our website (www.civilwar.org) to obtain pertinent preservation information on the battlefield that you are visiting with your class.

Also, quite a few of the Gettysburg activities in this section can be effectively applied to any Civil War battlefield.

Lastly, look forward to the Civil War Preservation Trust's battlefield-specific packets that will be coming soon to a battlefield near you! Each individual packet will focus on one of the Civil War Sites Advisory Commission's 384 principal battles (of over 10,500 conflicts) and will include all types of primary documents for you to utilize with your class. If you are a Civil War Preservation Trust member, you will be alerted as each battlefield-specific packet is completed via *Hallowed Ground*, the yearly teacher institute, etc. If you are not a member, check the classroom section of our website for updates.

Homework the Night Before - Assign the reading entitled "Gettysburg". Remind them to answer the questions on a separate sheet of paper. (For some classes, if you have time, you may want to allow additional in-class time to read and/or complete the assignment.)

[OPTIONAL DAY 1+ - *Gettysburg* (movie)]
This movie is rated PG. It is 261 minutes long. There is some profanity. It is a recreation of the battle, filmed on the actual battlefield. It can be purchased at www.socialstudies.com, www.amazon.com, or may be found in the Civil War Preservation Trust's Traveling Trunk. You can also rent it from many video stores.

Day 1 – Have your students read **"Pickett's Charge."** Remind them to answer the questions on a separate sheet of paper. When they are finished, have them choose a partner. One person should tell about the charge from the perspective of a Union soldier, and the other person should describe the charge from the perspective of a Confederate soldier. The students should pretend that they are real Civil War soldiers. They can use information from what they just read and from their imagination to tell the story. When everyone is done, ask for two volunteers to tell their stories in front of the class.

Explain to your students what you will do during the Pickett's Charge program at Gettysburg. The students will experience Pickett's Charge from both the Union and Confederate perspectives. On Seminary Ridge (Confederate), each student will learn to form a battle line, practice drill, and take on the identity of an assigned soldier from the 28th (or 57th) Virginia Infantry as they cross the field of Pickett's Charge. The students will discover the fate of their soldier after the charge. Next, the students will gather behind the stone wall on Cemetery Ridge (Union) to witness the attack and repulse, as Union soldiers would have experienced it. (During the program, students will be asked to carry equipment, run and walk, drill like soldiers, possibly lie on the ground, carry heavy items as a team, and cross open fields and woodland up to one mile.)

Tell the students that they are going to elect their regiment's officers. Hand out the sheet entitled **"Election of Officers."** Ask the students to read it and follow the directions. When everyone has their sheets folded, collect them.

Pass out the sheets entitled **"Confederate Leaders at Gettysburg"** (either for the 28th or 57th) and **"History of the 28th Virginia Infantry Regiment"** (or **"History of the 57th Virginia Infantry Regiment"**). If one class is participating in the program, use the sheets for the 28th Virginia Infantry Regiment. If two classes are participating in the program at the same time, one class should be the 28th, and the other should be the 57th. Make the students aware that they will be portraying soldiers from the 28th (or 57th), and that they are reading about their leaders and history to prepare for their experience at Gettysburg. Let the students take turns reading these two sheets aloud. While they are reading, you should be tallying the votes.

Announce the results of the vote. Give the officers their corresponding soldier identities from the top five on the list and then assign the remaining identities to the rest of your students. (These can be found on the sheets entitled **"28th Virginia Infantry Regiment"** or **"57th Virginia Infantry Regiment"**.) Make sure to start assigning roles from the top of the list and work down; do not skip roles. Tell the students that these were REAL MEN who marched across the very ground that they will march on during their fieldtrip day. If you have the paper version of the curriculum, copy these sheets before you cut and distribute the soldier identities, maintaining the original sheets for future years.

Homework Day 1 – Pass out the sheets entitled **"Soldier Journal – July 2, 1863"** and **"Civil**

War Slang". Tell the students to "memorize" their soldier identity and complete the assignment. Ask them not to throw away **"Civil War Slang,"** because they will need it for a later assignment. Also, hand out the sheet entitled **"Drill of the Company (Your Class)"** to the elected Captain and Lieutenant so they can become familiar with drilling procedure, as they will be going over the procedure with the class and drilling the class on the following day. Tell them to bring the sheet back to school the next day, because they will need it.

Day 2 –

(Activities courtesy Gettysburg National Military Park Student Program) Today, your students will make nametags, a class flag, and will practice drilling.

Nametags

Purpose:	To allow your program Ranger to be more personable with the students in your class.
Materials:	Scissors, paper, crayons/colored pencils/markers, and safety pins
Procedure:	Have the students make nametags that can be attached to their clothing. They should be large enough to be seen at a distance. They students should put their first names on the tags and then their soldier identity beneath it. The students can draw small Civil War-related pictures on their nametags if they wish.

Elected officers need to make "insignia" to wear at the park. Give them a copy of the sheet entitled Officers' Insignia. Or, have them design their own insignia.

Class Flag

Purpose:	To give the class a sense of identity and to assist in the on-site discussion of regimental flags.
Materials:	3x5 foot fabric piece, small fabric squares, glue, thread, paint or markers
Procedure:	Have the students design and make their own regimental flag to bring to Gettysburg. It should represent the class in some way. The design may be glued, sewn, or drawn directly onto the background material. Be sure to make six-inch ties at one end that will enable you to attach it to the flagpole at Gettysburg.

Drilling

Purpose:	To give the students a sense of esprit de corps as trained soldiers had. To be used later, on-site, during the program.
Procedure:	Have the Captain (the Lieutenant can help) go over the drilling procedure with the class and then take them outside to a large open area to practice drilling. The Lieutenant should also drill the class.

Homework Day 2 – Pass out the reading entitled **"First Minnesota Infantry, U.S. Volunteer."** Tell your students to read it and answer the questions.

** Go over the **"Helpful Hints for Battlefield Fieldtrip Planning"** sheets and activities to make sure you are bringing everything you need to bring. Also, either take the **"Helpful Hints for Battlefield Fieldtrip Planning"** sheets, the **"Gettysburg National Military Park"** sheets and the **"Information & Rules Specific to Gettysburg National Military Park"** sheet with you or make sure you have transferred necessary information to notes that you are carrying with you. These sheets contain information on where you need to be at what time, where to park your bus, where to eat, where to find restrooms, park directions, etc.

Hand out the sheet entitled "Pack a Civil War Lunch". Tell your students that they should try to pack a lunch for the fieldtrip that includes some authentic foods that the soldiers ate at Gettysburg in 1863.

Make sure to discuss appropriate behavior at the battlefield, what they should wear, and what they should and should not bring (see **"Helpful Hints for Battlefield Fieldtrip Planning"**). Remind them of when and where they need to meet you.

Keep in mind that security has been heightened since the terrorist attacks of September 11, 2001. Backpacks and other items may be searched.

Day 3: Fieldtrip at Gettysburg National Military Parkl – While on the bus, tell your students that Gettysburg National Military Park consists of more than 6,000 acres on which nearly 1,400 monuments, markers, and cannon are placed. If you have time and your students are up to it, you may want to discuss the use of symbolism in the statues. Remind the students, once again, of appropriate behavior.

The Army mule.
From *Hardtack and Coffee.*

Suggested Schedule for the Day

These times match GNMP program times but times and/or programs may need to be rearranged according to your specific needs. Travel time between locations has been included.

Arrive at Gettysburg National Military Park	8:00 a.m.
Bathroom Break	8:00 a.m. - 8:10 a.m.
Electric Map	8:15 a.m. – 8:45 a.m.
The Gettysburg Cyclorama	9:00 a.m. – 9:20 a.m.
Gettysburg National Military Park Museum	9:30 a.m. – 10:30 a.m.

Divide into groups and hand out **Exploring the Gettysburg Museum**, a pen, and a clipboard to each (chaperoned) group. Remind the students that they must not use the glass cases to steady their papers as they write. Collect items when finished.

First Minnesota	10:45 a.m. – 11:15 a.m.

Drive to the First Minnesota Monument, located on Hancock Avenue right before the Pennsylvania Memorial Monument. The First Minnesota Monument is near where the regiment launched its brave counterattack against Wilcox's Brigade. Pass around a photo of the area in 1863. (Ask the park for help in obtaining this before the day of your trip.) Ask your students if it looks any different today. Tell them it is July 2, 1853, and they are soldiers of the 1st Minnesota. Read **"Imagine."** How does standing on location, imagining the roar of battle, affect them?

Lunch and Bathroom Break	11:30 a.m. – 12:15 p.m.

Drive to an eating area. While at lunch, have the students show each other authentic food that they made/brought. Clean up when you're finished.

Bookstore	12:30 p.m. – 12:50 p.m.
Pickett's Charge	1:00 p.m. – 3:00 p.m.

Drive to the Cyclorama Center parking lot flagpole to meet your Program Ranger.

Bathroom Break	3:05 p.m. – 3:15 p.m.
Leave Gettysburg National Military Park	3:15 p.m.

Homework Day 3 – Hand out the sheet entitled **"Soldier Journal – July 3, 1863."** Ask your students to complete the assignment. Remind them to use their **"Civil War Slang"** sheet.

Day 4 (if you have time) – Ask the students the following question for class discussion: Now that you have read about Gettysburg and have actually been there, what land features make the town an ideal place to wage a 19th Century war? Why? In light of this information, why is it important to preserve battlefield land? How is actually seeing these features and walking amongst them a better way to comprehending strategic land advantages versus reading about them in a textbook?

Hand out the sheet entitled **Preservation at Gettysburg** and have the students read it.

You can also complete some of the activities listed in "The Day After" section in the **"Helpful Hints for Battlefield Fieldtrip Planning"** sheets.

Gettysburg National Military Park

Here are some of the attractions at the park to enhance your visit – in addition to the actual battlefield itself! **For more information about all of these places, visit www.nps.gov/gett.**

Electric Map

Located at the rear of the Visitor Center on Taneytown Road and Steinwehr Avenue, the Electric Map can help orient students to the battle. It is a large topographical map with lights and an audio presentation. It lasts approximately 30 minutes. For more information on prices or to make reservations, call 877-438-8929.

Gettysburg National Military Park Museum

Located in the Visitor Center, this two-floor museum provides background information through a variety of displays and artifacts. It is free, but send a chaperone with each group of students.

Cyclorama

The Cyclorama building is next to the Visitor Center, just off the Taneytown Road. It is a huge circular painting depicting Pickett's Charge during the third day of the battle. It was painted by Paul Philippoteaux and his staff and took two years to complete. The presentation takes 20 minutes. Students stand in the center of the room with the painting all around them. It is accompanied by a sound and light presentation. Call 877-438-8929 for pricing information and reservations.

Soldier's National Cemetery

This is directly across the street from the Visitor's Center. Visit the final resting place of over three thousand Union soldiers. This is also where President Abraham Lincoln delivered the Gettysburg Address. There is no admission fee. But, since this is hallowed ground, remind your students to behave with the utmost respect.

Student Programs

Gettysburg National Military Park offers two-hour programs for six weeks in the fall and eight weeks in the spring. New programs are added each year. There is a large number of applicants, so, to participate, you must enter the September program lottery drawing. To register, call Barbara Sanders at 717-334-1124 extension 420.

- ★ **Care of the Wounded**
- ★ **Citizen-Soldier Conflict (focusing on a farm family living in Gettysburg)**
- ★ **Civil War Soldier (motives for joining Union army and the hard, and boring life)**
- ★ **Pickett's Charge**
- ★ **Unfinished Work: The Creation and Dedication of the Soldiers' National Cemetery**

Gettysburg Traveling Trunks

These trunks are targeted for either 5th or 8th grade students, but are adaptable to other grades. They contain clothing, military accouterments, pastime activities, photographs, literature, and music so that students can appreciate what life was really like during the Civil War.

Adams, York, or Franklin Counties (Pennsylvania): Reserve a trunk through the Lincoln

Intermediate Unit's Instructional Services Division. It will be delivered to your school. Call **717-624-6447** for reservations.

Nationwide: Call Barbara Sanders at **717-334-1124, extension 420,** for reservations. There is a fee of $25 (to replace damaged or worn items), plus shipping and handling. The park considers all requests, but if there are multiple requests for the same times, names will be entered into a lottery. A confirmation packet with the amount of your requested donation will then be sent to you. The typical donation is about $100, which includes shipping and handling. The heaviest demand is in the spring, so you might want to request a trunk in the fall.

You may find more information about all of the Park Service's programs by visiting www.nps.gov/gett. They have a wealth of information to help teachers make history fun!

GRADE 8

Helpful Hints for Battlefield Field Trip Planning

First, go to our website at www.civilwar.org to locate a Civil War battlefield near your school.

Call or visit the site online. If the site has a lot of education programs and procedures already in place, a number of the following tasks will already be taken care of for you.

Contact the Park and Get Started…

★ Ask if the site has any special education tours/programs, multi-media presentations, living history presentations, museum exhibits, hands-on exhibits, workshops for students, etc.

Are there admission fees for adults/students for the programs and/or admittance to the park, etc?

What is the maximum/minimum number of students required for any particular program?

Is there a required number of chaperones per number of students?

How much time should you allot for each program you're participating in or each area of the battlefield you're visiting?

★ Tell them about any of your students with special needs. They will suggest appropriate programs or offer to make accommodations.

★ Call well in advance to make a reservation for your class. Ask about their changes and cancellations policy. Know your tax-exempt number.

★ Ask how much physical activity is involved in the programs you're participating in.

★ Ask what the students should wear - Comfortable clothes and shoes that can get wet/dirty/muddy, no sandals, long pants with socks, sun block, insect repellant, hat, rain gear or jacket depending on the weather, etc.

★ Ask what students should bring or not bring with them (no valuables).

★ Ask if they have educational materials on the battlefield such as pre-visit and post-visit activities, reading recommendations, etc. Specify the grade/age of your students. Also, they can do a special program for your class based on what you are studying.

★ Ask if they have a Junior Ranger program.

★ Ask if they have any items on loan, such as traveling trunks, reproduction artifacts, photographs, documents, audiotapes, videotapes, filmstrips, slides, etc. What is the loan time frame? What is the cost?

★ Ask if they offer any teacher workshops.

- ★ Ask when the park is open. Get directions to the park and the approximate time that it will take to get there from your school.
- ★ Ask where your bus is allowed to park. Are there parking fees?
- ★ Ask where the picnicking area and restrooms are located.
- ★ Ask if there is a souvenir shop/bookstore. Does it have things that are appropriate for students to buy? What's the general price range of these items?
- ★ Ask if there are rules about flash photography or video recording at places like an inside museum.
- ★ Ask if you can visit the site for free before your class visits, to "scout it out."

Before the Big Day...

- ★ Get fieldtrip permission from the following: Principal, department head, teachers whose classes your students will be missing, and parents.
- ★ Get a substitute for your classes that will be left behind.
- ★ Get a bus. If you have a long way to travel, plan activities for students to do on the bus. If it's going to be an extremely hot day, bring coolers for bottled water in addition to the coolers for lunches.
- ★ Develop a field trip itinerary and see where a Ranger can help out. Let your kids have a say in planning the field trip; what do they want to see and do? Try to create interdisciplinary activities for your field trip and invite classes from other disciplines such as literature, math, physics, and science to come along. Let the park staff know if you will need to borrow any equipment.
- ★ Work with the park staff to create a backup plan in case of inclement weather. You might want to check the forecasted weather for your fieldtrip day at www.weather.com.
- ★ Recruit enough chaperones - at least one for every 10 students. If you can't find enough parent or school staff volunteers, education students from a local college might be available to assist. Orient your chaperones to the battlefield and the day's activities before you go on the fieldtrip. Let them know their roles and responsibilities for the day. Also inform them of safety procedures and appropriate student behavior.
- ★ Go to the site before you take your students to familiarize yourself with the layout of the park. Decide exactly what you want the students to see and participate in and ask questions of the park staff. Bring your chaperones, if possible.
- ★ Help your students understand where they are going and why. Introduce the battlefield and the events that happened there in the classroom before you go on the fieldtrip to give your students background. Use the pre-visit activities that the park has provided.
- ★ Explain the following preservation rule to your students: "**Take only memories, Leave**

only footprints." Relic collecting is not allowed. Natural resources such as plants, animals, and rocks are also protected. Even picking a flower is prohibited! This is to help protect park resources and preserve them for future generations.

- If you find something that you think is an archeological artifact, leave it where it is and report the location to park staff. Archeologists need to see an item in its environmental context to learn anything about it.

Other general rules:

- ★ No gum/food/drinks outside the lunch area.
- ★ Put trash in designated trashcans and recycling bins.
- ★ Do not feed or harass animals.
- ★ Hike only on established trails unless you're participating in an educational program that allows otherwise.
- ★ When inside a museum, no touching objects or display cases unless permitted.
- ★ No throwing and no running or shouting except during designated activities.
- ★ No littering.
- ★ No climbing/hanging on trees, buildings, monuments, cannons, stonewalls, rocks, cliffs, or any government structures. Many of the monuments and cannons were placed there by veterans of the battle to mark positions and to honor the sacrifices that were made at the battlefield. Respect them. Show additional respect if they are in the vicinity of soldier graves; it is sacred ground. In fact, the entire battlefield is hallowed ground; it's where thousands of people lost their lives.

★ Help your students to formulate questions to ask the Ranger.

★ Tell your students when and where they need to meet you.

★ Make a detailed list of materials you need to bring with you such as a first aid kit, student medicines, a check for the park, a camera or video camcorder to document your trip, pens and pencils, copied activity sheets, clipboards to write on, etc.

While on the Bus and at the Park ...

★ Everyone on the fieldtrip should make and wear nametags to wear while on the battlefield so the Ranger can be more personable with the group.

★ Remind students of appropriate behavior while you're traveling on the bus, and let them know the day's itinerary.
Arrive early and proceed to the Visitor Center Information Desk to purchase any necessary tickets and/or pick up any materials or equipment. Allow your students to use the restrooms.

★ Be prompt if you have a scheduled activity with a Ranger.

★ Tell your Ranger that you have already studied the events at the site so he/she can delve deeper into the topic instead of just covering the basics.

★ A teacher or a chaperone should be with the students at all times; if you and your students are going to split up into groups to go different places, be sure that each group has a chaperone and establish a meeting time and location. If you have younger students, use the buddy system as well.

★ Help students make personal connections.

★ Check in with the park staff before you leave and return anything they may have loaned you for the day.

The Day After ...

★ Complete post-visit activities with your students to assess and reinforce their understanding of what they learned on the fieldtrip.

★ Send an oversized card to your Program Ranger, thanking him or her for making your trip to Gettysburg educational AND fun! Allow each of your students to sign the card, adding a brief note about what they learned or what their favorite part of the program was if they wish. If possible, include a picture or two of your class at the park or a sampling of some of the work your students did during their visit to the battlefield or after they returned home. Send the card to the following address:

Gettysburg National Military Park
Attn: (Your Program Ranger)
97 Taneytown Road
Gettysburg, PA 17325

★ Decorate your bulletin board with pictures you took of the battlefield and of your students participating in program activities. Also, decorate with pictures drawn by your students (if applicable) on the fieldtrip.

★ Send examples of any letters that your students wrote in historic character, drawings of the battlefield that your students drew, photos of your students at the site, innovative fieldtrip ideas that you put into practice, etc. to us at:

Civil War Preservation Trust
11 Public Square
Suite 200
Hagerstown, MD 21740.

We may be able to feature your class on our website and/or in the Junior Pages of our quarterly magazine, *Hallowed Ground*.

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Information & Rules Specific to Gettysburg National Military Park

For more information, visit www.nps.gov/gett or call (717) 334-1124.

Hours:	Gettysburg's Visitor center is open from 8 a.m. to 6 p.m. every day except January 1, Thanksgiving, and December 25.
Restrooms:	Restrooms are available at the Visitor Center and the Cyclorama Center. The bathrooms are easiest and quickest to access at the Visitor Center. At the Cyclorama, you must follow a long walkway before you reach the entrance. Restrooms are at the left of the front entrance from the outside. Make sure you remind your students to promptly come back outside. There are also restrooms available at Spangler's Spring, Devil's Den, and the Pennsylvania Memorial.
Bookstore:	The bookstore is inside the Visitor Center.
Lunch Areas:	There are several picnic tables located behind the Visitor Center and there is plenty of room for students to sit on the lawn. A larger picnic area, with tables and restrooms, is along South Confederate Avenue, south of the Visitor Center. Turn left as you exit the parking lot, heading south along the Emmitsburg Road for approximately 2 ¼ miles. Turn left onto South Confederate Avenue. You've gone too far if you see a small stone building on your left. That is the building where the restrooms are located. Please bring trash bags with you and have your group clean up after they eat. There are trash receptacles located throughout the park.

Gettysburg

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Gettysburg The Souvenir Guide to the National Military Park by James A. Gross and Andre B. Collins, Maps by James A. Gross, Tem inc, Gettysburg, PA, 1991.

The Battle of Gettysburg, National Park Civil War Series, Harry W. Pfanz, Additional text by Scott Hartwig, Maps by George Skoch, Eastern National Park and Monument Association, 1994.

MilitaryHistoryOnline.com, On A March Through the Past, Battle of Gettysburg, Casualties, http://www.militaryhistoryonline.com/gettysburg/day3/getty4.asp.

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The Civil War Battlefield Guide, Second Edition, The Conservation Fund, Frances H. Kennedy, Editor and Principal Contributor, Houghton Mifflin Company, Boston, 1998, 207-212.

Teaching with Historic Places, A program of the National Park Service's National Register of Historic Places and the National Trust for Historic Preservation, Choices and Commitments: The Soldiers at Gettysburg, by John Andrews, Lesson Plan #44.

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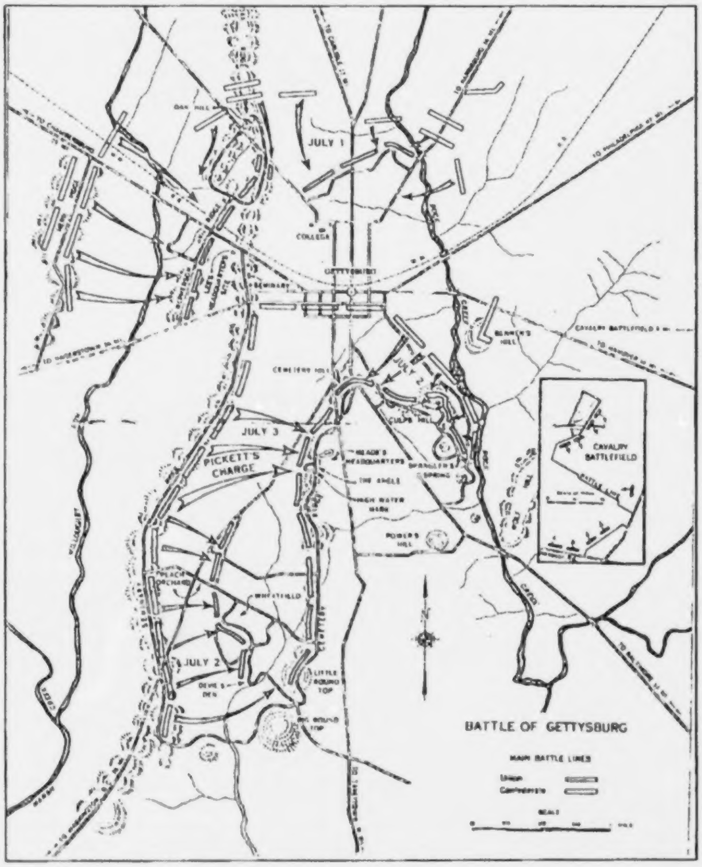
Civil War Sites Advisory Commission Report on the Nation's Civil War Battlefields Technical Volume II: Battle Summaries, 1993 (Revised and Reprinted 1998) Civil War Sites Advisory Commission c/o National Park Service, 101.

Reluctant Witnesses: Children's Voices from the Civil War, Emmy E. Werner, Westview Press, A Member of the Perseus Books Group, Boulder, Colorado, 1998.


OAK HILL
JULY 1
COLLEGE
GETTYSBURG
SEMINARY
BENNER'S HILL
CAVALRY BATTLEFIELD
CEMETERY HILL
JULY 2
CULPS HILL
JULY 3
PICKETT'S CHARGE
MEADE'S HEADQUARTERS
SPANGLER'S SPRING
THE ANGLE
HIGH WATER MARK
POWERS HILL
PEACH ORCHARD
WHEATFIELD
JULY 2
DEVIL'S DEN
LITTLE ROUND TOP
BIG ROUND TOP
CAVALRY BATTLEFIELD
BATTLE OF GETTYSBURG
MAIN BATTLE LINES
Union
Confederate
SCALE

Three day map of the Battle of Gettysburg, "A Filed Guide for Educators." Courtesy of GNMP

GRADE 8

Gettysburg

Answer the questions located throughout the reading on a separate sheet of paper.

Why is the Battle of Gettysburg famous around the world? Why do historians refer to it as the "High Water Mark of the Confederacy?" Why do millions of people visit the small town of Gettysburg every year? The answers to these questions begin June 1863, when the Confederate army began to march into Union territory. Read the information below to discover the condition of the Confederate army before the Battle of Gettysburg, and Lee's reasons for a Union invasion.

The Condition of the Confederacy Immediately Before Gettysburg

Positive

-Won most of its battles in the east
- Defeated every Union force sent into Virginia (Richmond was the capital of the Confederacy)
-Caused the dismissal of three, soon to be four, Union Commanders

Negative

-Its victories cost the lives of many men
-Poor weapons; lack of food, clothing, shoes, guns, and ammunition due to U.S. Navy blockades
-Politically and economically unstable
- President Lincoln's Emancipation Proclamation virtually ended the South's hope for foreign recognition and aid
-Lost many battles out West
-Vicksburg, the key to the Mississippi, was surrounded by Union troops, which successfully stopped the flow of supplies to the western part of the Confederacy

Lee's Reasons for a Northern Invasion

-To distract Federal attention and troops from Vicksburg
-To move the armies away from Virginia and prevent the Union from attacking the Confederate capital in Richmond again
-To move the Union army away from the Federal Fleet in Washington so the Confederates could destroy it
-To wipe out the communications and supply lines of the railroads
-To find food, horses, and clothing in the rich Pennsylvania countryside
-To gain support from European countries after a victory on Northern territory
-To capture Washington and other Northern cities
-To cause the discouraged Northern people to give up their support for the war, forcing the Union to make peace, and allowing the South to achieve independence

✓SOME THINGS TO CONSIDER

1. Pretend that you are General Lee, and you must convince your top officers that invading the north is a good idea. Give your best persuasive argument to one of your parents (or another adult) and have them write the following under #1 on a separate sheet of paper: "General Lee (a.k.a. your name) has fully persuaded me of the merits of invading the North. Adult's signature". You may not just read the list above for your argument.

Read about the experiences of someone your age in the days leading up to the Battle of Gettysburg:

William Bayley, who was thirteen, loved his family's horses and certainly did not want the Rebels to take them. On June 26, William heard people shouting that the Rebels were coming. He and his father ran to the barn, saddled two of their best horses, and headed north. They rode all day and into the night, spending the night with a kind farmer. The next morning, William and his father were surprised to see four Confederate soldiers appear at the farm. William remembered, *While some of the men [on the farm] got into a heated argument with the soldiers over the war, my father...and I worked our way to the barn...contrived to get our horses...and rode back the thirty odd miles to our home (Reluctant Witnesses, 61).*

The First Day - Wednesday, July 1, 1863

On July 1, two Confederate divisions headed toward Gettysburg, running into cavalry pickets on the way. (Pickets are guards who keep the enemy from sneaking up on their troops.) Two brigades of Heth's Division (pronounced Heeth) were sent forward and attacked Union General John Buford's Cavalry early in the morning. There were three times as many Rebels as there were Yankees. But, Buford knew that Gettysburg was very important. Many roads, ridges, and hills surrounded Gettysburg, so he did his best to hold his position. His dismounted troops (cavalrymen fighting without their horses) fought off the Confederates long enough for the U.S. First Corps infantry to arrive on McPhersons Ridge. He did well at first, but more Confederate were coming from the west and north.

More Confederates were able to reach Gettysburg that day than Union soldiers. The Union troops, commanded by General Meade, were overpowered by the Confederates early in the afternoon. They retreated through town, and assembled on Culp's Hill and Cemetery Hill south of town. This struggle meant that about 158,300 soldiers of both armies met at the small town of Gettysburg (Civil War Sites Advisory Commission, 101).

✓SOME THINGS TO CONSIDER

2. Why were the Confederates successful on July 1? How could they have achieved a greater victory?

Read about people your age during the first day of the Battle of Gettysburg:

William Bayley and his friends were headed for Gettysburg on the morning of July 1. They were on top of Seminary Ridge picking raspberries. He remembered that they *forgot all about war and rumors of war for the time being until startled by the discharge of a cannon, the sharp impact of which made us jump....This was instantly followed by a rapid succession of discharges and we three boys broke for the open....[We] perched ourselves on the topmost rail of the road fence....[and]...began to have features of discomfort when we noticed coming over the nearest hill, great masses of troops and clouds of dust; how the first wave swelled into successive waves, gray masses with the glint of steel...filling the highway, spreading out into the fields, and still coming on and on....We waited not until we* *would see 'the whites of their eyes' but until they were but a few hundred yards between us and the [Federal] advance column, and then we departed for home...decorously and in order as became boys who had pre-empted seats to see a battle but found conditions too hot for comfort* (*Reluctant Witnesses*, 63).

Many of the town's inhabitants went into the cellar for protection during the fighting. Annie Young wrote the following to her cousin Mina: ...*all I could do was to sit in the cellar corner and cry. The firing of the musketry was more rapid than the ticking of a watch and for every gun fired there was a shriek* (*Reluctant Witnesses*, 64).

Annie remembered the Union retreat in a letter: *By noon our men were all around us, had their batteries, some of them, in our backyard...We sat in the cellar from then until near dark. Our men who were exhausted & wounded kept pouring into the cellar until it was so close & offensive from the blood and water on the muddy floor that we could hardly endure it* (*Reluctant Witnesses*, 64). By mid-afternoon, the Confederates had pushed the Union forces back through town. According to Annie, *About 4 o'clock our house fell into Rebel hands: they charged right thro our hall. One fierce looking fellow came in the cellar with his gun pointed. I immediately screamed 'we'll surrender'. ...I thot I would surely die on the spot* (*Reluctant Witnesses*, 65).

By seven o'clock in the evening, most of Gettysburg was occupied by Confederate troops. They brought their wounded to the homes and yards of the city. Most of the soldiers were kind to the townspeople, who had emerged from their cellars, dazed and alarmed. Annie, who only hours earlier thought she would die, found herself serving tea to General Ewell and his staff: *They were all very polite & kind, I sat at the head of the table & gave them their coffee so I had a fine opportunity to see them all. With a few I was completely captivated. We freely gave them our opinion on the war. They were not at all offended but said if our men had half the spirit they would fight better* (*Reluctant Witnesses*, 66).

William Bayley's mother made chicken soup, bread, and cherry pies for the Confederate soldiers at their farm. William remembered, *With some of these 'Johnny Rebs' I became quite chummy and discussed the situation [on the battlefield] with all the confidence and optimism of a [young] boy....However, when they said they were going to lick the Yankees out of their boots, and I said, "you can't do it," I had the best of the argument in the end* (*Reluctant Witnesses*, 66-67).

That night, Annie looked up to the sky and thought, *The moon was shining brightly in the heavens, while on earth scattered everywhere were the dead and the wounded, moaning with pain....I thought I had been transferred to some strange place, so different did it seem from the home I had seen in the morning* (*Reluctant Witnesses*, 67).

The Second Day - Thursday, July 2, 1863

By late morning, most of the soldiers of both armies had arrived at Gettysburg. They were positioned along parallel ridges nearly a mile apart. The Confederates were on Seminary Ridge, and the Union was on Cemetery Ridge. At noon, U.S. General Daniel E. Sickles moved his Third Corps about a half-mile closer to the Confederate lines. At 4:00 p.m., C.S. General James Longstreet's First Corps's attacked Sickles' center in the Peach Orchard. The Confederates smashed them and marched all the way to Little Round Top, where they were stopped. The Union line was saved twice that day by two regiments: the 20th Maine at Little Round Top and the 1st Minnesota on Cemetery Ridge.

By the end of the day, Meade's forces were back on Cemetery Ridge. Both armies lost many men. Although the Confederates won some ground, they didn't break either Union flank. Neither side won the day.

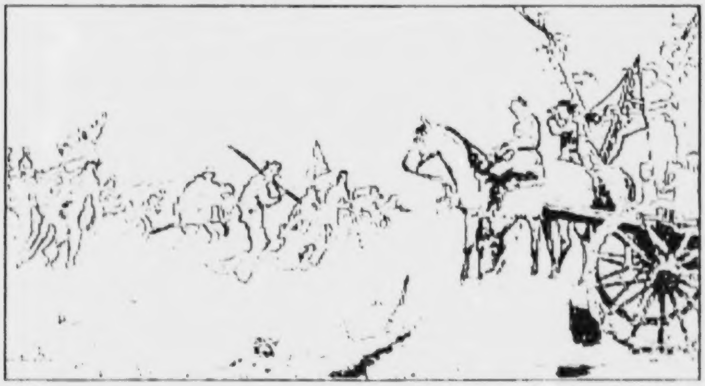
Read about William Bayley during the second day of the Battle of Gettysburg:

He heard a knock at his kitchen door sometime after midnight. A young Confederate – only a few years older than William – stood there in a gray uniform. He said he was from North Carolina and had been in the day's battle. He explained that *his company had been cut to pieces... [he] was tired of fighting and never wanted to see another battle-would no mother conceal him somewhere until the battle was over. He was given a suit of clothes and sent to the garret where the feather beds were stored for the summer and several old bedsteads not in use, told to find a bed and in the morning change his gray uniform for civilian attire* (*Reluctant Witnesses*, 67-68).

Some of the Confederate soldiers who had been at the Bayley farm the day before came back for breakfast. They never guessed that the little boy who helped to feed them used to fight with them. They were ecstatic about the results of the first day's battle. William later recalled, *We had to hear 'I told you so! Didn't I tell you that we would whip the Yanks?' sung to us...[all] day* (*Reluctant Witnesses*, 68).

The Third Day - Friday, July 3, 1863

Lee thought that Meade placed most of his soldiers at his damaged flanks (or sides), and that the Union center on Cemetery Ridge would be weak. His plan was to launch a massive artillery attack of the Union center to weaken the Union batteries and troops. Then he would order a large infantry assault. About 180 cannons opened fire on the Union lines for two hours. Around 80 Union guns responded for one hour. When the Confederate firing stopped, between 12,000-15,000 infantrymen charged across the open field toward the center of the Union line in an attack known as Pickett's Charge. However, most of the Confederate cannon fire had gone over the heads of the Union gunners and had not weakened the Union line at all. The attack failed, and Confederate casualties were extremely high. The armies were exhausted. After Pickett's Charge, there was no more fighting, but both armies stayed in Gettysburg.



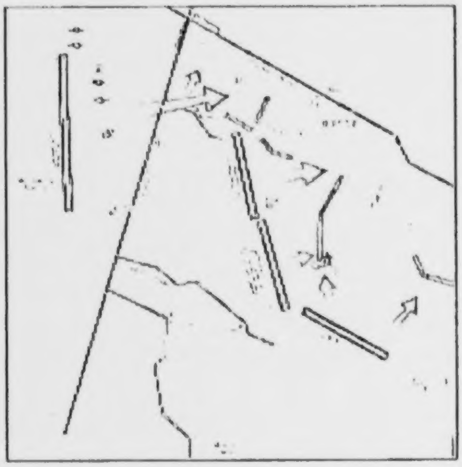
"It's all my fault." Painting by Mort Kuntsler. General Robert E. Lee, C.S.A., after Pickett's Charge. Courtesy of Mort Kuntsler.

✓SOME THINGS TO CONSIDER

3. Why did Lee choose to attack the Union's center on July 3? Do you think a frontal assault was a good idea? Why or why not? (Frontal attacks HAD been used successfully before.)

Gettysburg, the largest and most costly battle ever fought in Northern America, was a Union victory. Lee was unable to force the Federal troops from their positions. On July 4, the Army of Northern Virginia began its retreat to Virginia with a 17-mile-long wagon train of wounded soldiers behind it. The casualties (wounded, killed, missing, deserted, or captured) at the Battle of Gettysburg were astounding at 51,000. The Union lost less than one-fourth of its army. The Confederacy lost over one-third of its army.

Combined with the Union victory at Vicksburg on July 4, Gettysburg was the turning point of the Civil War. It was the point at which, after two years of victories, the Army of Northern Virginia's image of indestructibility was crushed, and the Union began to believe that it could win the war. Gettysburg is called the "High Water Mark of the Confederacy" because Lee's crippled army would never again launch an offensive assault in the North.



July 3, 1863 Map of the Battle of Gettysburg Courtesy of the National Park Service

"High Water Mark" painting by Mort Kunstler. General Lewis Armistead, C.S.A., leading his men at the Battle of Gettysburg. Courtesy of Mort Kunstler

Press Release, issued by President Lincoln

EXTRA!

Washington City,
July 4, 10 a.m. 1863

The President announces to the country that news from the Army of the Potomac, up to 10 p.m. of the 3rd, is such as to cover that Army with the highest honor, to promise great success to the cause of the Union, and to claim the condolence of all for the many gallant fallen. And that for this, he especially desires that on this day, He whose will, not ours, should ever be done, be everywhere remembered and reverenced with profoundest gratitude.

Abraham Lincoln
(*Civil War Chronicle*, 328-329)

Journal entry of Elisha Hunt Rhodes, 2nd Rhode Island Volunteer Infantry

July 9th 1863-

Again I thank God that the Army of the Potomac has at last gained a victory. I wonder what the South thinks of us Yankees now. I think Gettysburg will cure the Rebels of any desire to invade the north again.

(*Teaching with Historic Places*, 8)

Pickett's Charge

The Battle of Gettysburg, National Park Civil War Series, Harry W. Pfanz, Additional text by Scott Hartwig, Maps by George Skoch, Eastern National Park and Monument Association, 1994.

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Eric A. Campbell, Park Ranger-Historian, Gettysburg National Military Park.

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History in Film, Gettysburg, www.historyinfilm.com/gettysbg/index.htm.
Teach with Movies, "Excerpts from the Killer Angels" - Topics: U.S./1861-1865 and Pennsylvania, www.teachwithmovies.org/guides/gettysburg-shaara.html

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Pickett's Charge, Gettysburg National Military Park Student Program.

Teaching with Historic Places, A program of the National Park Service's National Register of Historic Places and the National Trust for Historic Preservation, Choices and Commitments: The Soldiers at Gettysburg, by John Andrews, Lesson Plan #44.

Gettysburg

GRADE 8

General Lee knew that due to his flank attacks on July 2, the Union army would be weakly defended in the center on Cemetery Ridge and heavily reinforced on the damaged flanks. A massive artillery barrage would demolish Union batteries at the center and inflict heavy damage on the surrounding infantry. If the assault line reached the Union center in good condition, it would outnumber their forces and break the Union line. Then he would send other units forward and J.E.B. Stuart's cavalry would simultaneously attack from the rear. (The cavalry attack was foiled when Stuart was repelled by U.S. General David Gregg's smaller cavalry force near the Hanover Road.) Lee felt that the Union Army would collapse with just one more nudge.

On July 3, the two armies were on parallel ridges about a mile apart. The Army of the Potomac (Union) was on Cemetery Ridge, and the Army of Northern Virginia (Confederate) was on Seminary Ridge. The day was oppressively hot, but Lee's attack began.

At 1:00, about 180 pieces of Confederate artillery opened fire on Union lines. Union artillery answered with about 80 guns, but stopped firing after an hour to save ammunition. Many shells overshot the Union batteries because there was too much smoke to see clearly. During this time, Union General Hancock, commander of the First Corps, bravely rode the full length of the Union line to encourage his men. The soldiers cheered from behind whatever cover they had found.

Here is what it was like to see the Confederate artillery barrage:

> *Every size and form of shell … shrieked, whirled, moaned, and whistled and wrathfully fluttered over our ground. Not an orderly - not an ambulance - not a straggler was to be seen upon the plain swept by this tempest of orchestral death thirty minutes after it commenced.*
>
> — Samuel Wilkeson, *New York Tribune's* Washington correspondent (*Cobblestone*, 30)

> *We had been in many heavy battles and thought ourselves familiar with artillery, but nothing approaching this terrible cannonade had ever greeted our ears. In the perfect storm of shells screaming over our heads and striking and bursting among our artillery, where caissons were exploding ever few minutes, it did not seem as if anything could live.*
>
> — Lieutenant William Lochren

At 2:45 Union artillery fire stopped, and Confederate Colonel Alexander, of the Confederate 1st Corps Artillery, saw several Union batteries withdrawing from their positions. He thought this meant they were severely damaged, and told General Longstreet to launch the infantry assault. Alexander was wrong. The Union batteries were leaving, but only to get more ammunition.

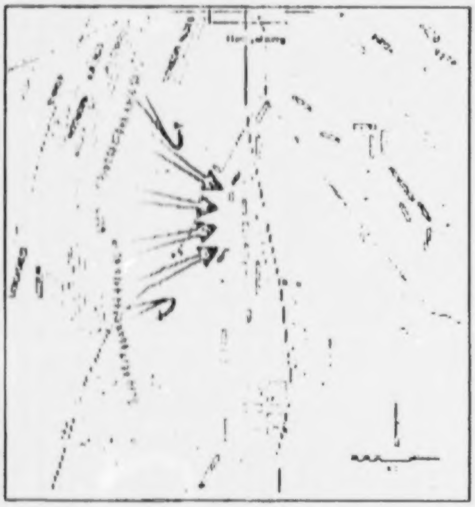
Longstreet reluctantly gave the order for the soldiers to advance. He had been against the attack, warning Lee that they could not succeed in an uphill charge against entrenched Union lines. He later remembered, *I could see the desperate and hopeless nature of the charge and the hopeless slaughter it would cause. That day at Gettysburg was one of the saddest of my life*

(*Cobblestone*, 24). He remembered that Pickett asked, *"General, shall I advance?" The effort to speak the order failed, and I could only indicate it by an affirmative bow. He accepted the duty with seeming confidence of success, leaped on his horse, and rode gayly to his command. […] As I rode, the shells screaming over my head and ploughing the ground under my horse, an involuntary appeal went up that one of them might take me from scenes of such awful responsibility* (*Civil War Chronicle*, 326-327).

The Union replacement batteries moved forward at 3:00. At the same time, 12,000-15,000 Confederates (under Generals Picket, Trimble and Pettigrew) walked in parade form across the open field to the center of the Union line. The assault is known as Pickett's Charge because Pickett's Division was directly opposite the center of the Union line at the Angle. (The Angle was the grove of trees at the center of the Union line for which the Confederate troops were aiming.) Pickett's men were also the soldiers that received the majority of the enemy fire.

> *It was a magnificent spectacle. A rising tide of armed men rolling toward us in steel crested billows. It was an intensely interesting sight especially to us who must face it, brest it, break it, —or be broken by it.*
>
> — Sergeant James Wright

> *Moving directly for our position with firm step and in perfect order, our artillery soon opened on them with considerable effect, but without halting them in the slightest; and we could not repress our feelings and expressions of admiration at the steady and resolute manner in which they came on, breasting that storm of shell and grape, and closing up their thinning ranks.*
>
> — Lieutenant William Lochren



July 3, 1863 Pickett – Pettigrew – Trimble Charge. Map by George Skoch Maps Courtesy of Eastern National

As the Confederates came into view, Union batteries blasted huge gaps in the advancing ranks. The Confederates immediately filled in the holes and kept marching forward. As they crossed Emmitsburg Road, their line narrowed to about a half a mile long. Union artillerymen switched to grapeshot (shell containing iron balls that flew apart when fired) and the infantry loosed devastating musket fire. Union participant Alfred P. Carpenter wrote, *They are now within musket range and our infantry open; men stagger from their ranks by scores, hundreds, thousands; but on they come like an inrolling wave of the sea.*

Union troops charged, flanking both sides of the Confederates. Then they circled to their rear – firing on them from all four directions. Union soldiers of the Second Corps, who had been defeated by the Confederates at Marye's Heights, shouted *Fredericksburg!* as they fired, taking their revenge (*Battle of Gettysburg*, 50). Carpenter remembered that their *muskets became so heated we could no longer handle them. We dropped them and picked up those of the wounded. Our cartridges gave out. We rifled the boxes of the dead. Artillerymen from the disabled pieces in our rear sprang forward, and seizing guns and cartridges from the wounded, fought by our side as infantrymen. Many of the men became deaf, and did not recover their hearing for a day or two. It was a grand and terrible scene.*

General Pickett's three brigades were headed directly for the Union center. As the ground began to slope upwards, the soldiers, no longer in formation, started to double-time (walk twice as fast) as the rebel yell echoed down the line. They charged up the slope in a triangle, with the point headed for the Angle. It had taken them about twenty minutes to reach the Angle.

General Lewis Armistead led a group of men over the stone wall and into the Angle, where there was hand-to-hand fighting. The "High Water Mark of the Confederacy" had been reached, but could not be held. A North Carolina sergeant and colorbearer stepped over the wall, but that was as far as they got. Those were the only two places where the Union line was pierced. Alfred P. Carpenter tells us, *They have gained a part of our line; the rest of their line is within a few rods of us; but torn, bleeding, decimated, they can come no farther, but are determined; not to yield, for they halt, plant their colors, and wait for their reserve to come up. Time after time these colors fall, but are quickly caught up until scarcely a man is left around them.*

Out of thousands, only a few hundred soldiers reached the Union center under General Hancock. The Confederates threw down their arms in surrender. No sooner had the battle flags of the Confederacy floated to the crest of Cemetery Ridge than they were captured. Carpenter remembered that *The men seemed inspired and fought with a determination unconquerable. I believe they would have died or been taken on the spot before yielding.*

For others, the retreat back to Seminary Ridge began. At the same time, Brigadier General Wilcox's two brigades advanced to support Pickett's right, not knowing that Pickett's division was in retreat. By the time Wilcox's men reached the Union line, they realized the situation, and as they were also being heavily fired upon, they too streamed to the rear. By 4:00 p.m., Pickett's Charge was all over. A sergeant wrote, *...the ringing shouts of victory along the front of our whole corps proclaimed that the magnificent army which Lee had launched like a thunderbolt to break our center, was shattered, broken and defeated.*

Only one Confederate soldier in three returned to Seminary Ridge. Sergeant John Plummer noted, *Not enough went back of Pickett's Div. to make a good line of skirmishers.* The attack's failure effectively ended the Battle of Gettysburg. Lee rode out to meet the survivors of the attack and apologized. He then ordered Pickett to prepare for a Union counterattack. Pickett tearfully replied, *Sir, I have no division* (*Pickett's Charge*, 43). He had lost 3,000 men, over half his division. He lost all fifteen regimental commanders.

That night, Pickett wrote the following letter to his fiancée:

> *My brave boys were so full of hope and confident of victory as I led them forth! Over on Cemetery Ridge the Federals beheld a scene which has never previously been enacted-an army forming in line of battle in full view, under their very eye-charging across a space nearly a mile in length, pride and glory soon to be crushed by an overwhelming heartbreak.*
>
> *Well, it is all over now. The awful rain of shot and shell was a sob-a gasp.*
>
> *I can still hear them cheering as I gave the order, 'Forward!' the thrill of their joyous voices as they called out, "We'll follow you, Marse George, we'll follow you!" On, how faithfully they followed me on-on-to their death, and I led them on-on-on-Oh God!*
>
> *I can't write you a love letter today, my Sally. But for you, my darling, I*

would rather, a million times rather, sleep in an unmarked grave.

Your Sorrowing Soldier
(Civil War Chronicle, 328)

Answer the following questions on a separate sheet of paper.

1. It is the night of July 2. General Lee, General Longstreet, and you are discussing Lee's plan for tomorrow's attack. Longstreet believes that it will not work. He suggests outflanking the Union Army by moving south to put Lee's Army between the Meade's troops and their capital in Washington. Lee now turns to you and asks for your opinion.

- ★ **Do you agree with Lee or with Longstreet? Or do you have a maneuver of your own to suggest? What do you say and why?**

2. Andrew Baker of the 22nd North Carolina Infantry wrote *When we reached to within one hundred yards of the plank fence…the officers of the Eleventh Mississippi had been largely killed or wounded, and the officer who seemed to be in command was Capt. John V. Moore, of the University Grays. He was then in front of Company D, [trying] to hold the regiment back in line with the troops on our right. I hallooed to him, saying: 'John, for heaven's sake give the command to charge.' He replied that he could no take the responsibility. I then, without authority, gave the command myself* (*Teaching With Historic Places*, 9-10).

- ★ **Why did Capt. Moore refuse to give the order to charge? What would you have done in his place? Why?**

3. Corporal Thomas Galwey, who was sixteen, was part of a Union infantry detachment at the most advanced skirmish line. Suddenly, a Rebel sharpshooter in a nearby tree shouted for the Yanks not to fire. Galway wrote in his diary, *A man with his gun slung over the shoulder came out from the tree….[He] had a canteen in his hand, and when he had come half-way to us, we saw him (God bless him) kneel down and give a drink to one of our wounded who lay there beyond us. Of course we cheered the Reb, and someone shouted, "Bully for you! Johnny!"* (*Reluctant Witnesses*, 71-72).

Another soldier remembered that after Pickett's Charge was over, *Our men, though elated with their success, were most kind to the three or four thousand captured Confederates, and in a few minutes were sharing the contents of their haversacks and canteens with them.*

- ★ **In the heat of battle, a Confederate sharpshooter shows concern for his enemy. In the moment of victory, Union soldiers befriend those who came to kill them. Why?**

Election of Officers

GRADE 8

Pickett's Charge, Gettysburg National Military Park Student Program.

When you participate in the Pickett's Charge program at Gettysburg, you will assume the identity of a real Civil War soldier that crossed the field in Pickett's Charge on July 3, 1863. Most of you will be privates or corporals, but five of you will be officers. You are going to elect those leaders now. Take a moment and read the descriptions of these privileged ranks below. Vote for classmates that possess the characteristics needed to carry out the duties of these positions. (You cannot vote for yourself.) When you are finished, fold your ballot in half and wait until your teacher collects all the ballots.

CAPTAIN - Leader of the company. The captain will need to have a strong voice to give commands and should be someone that you respect and trust to lead you.

LIEUTENANT - Second in command. If something should happen to the captain in battle, the lieutenant will take over.

FIRST SERGEANT - Immediate supervisor of the company. The First Sergeant needs to be the toughest person in the company, because he/she must see that the Captain's orders are carried out.

Two **COLOR SERGEANTS** - Flag bearers. They must be the bravest members of the class, since they will easily be seen by the enemy and will have no weapon of their own.

** The color sergeants, along with the officers, will be targets of the enemy, because if they are killed, the company might become demoralized.

Ladies and Gentlemen, Please Place Your Votes!

Captain -

Lieutenant -

First Sergeant -

Color Sergeant -

Color Sergeant -

GRADE 8

Confederate Leaders at Gettysburg

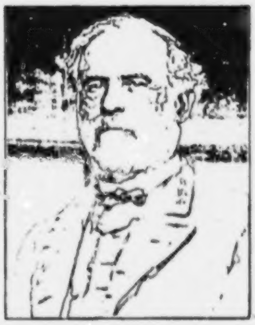
Pickett's Charge, Gettysburg National Military Park Student Program, 24-25.

Gettysburg The Souvenir Guide to the National Military Park by James A. Gross and Andre B. Collins, Maps by James A. Gross, Tem inc, Gettysburg, PA, 1991, 5.

The Killer Angels, Michael Shaara, Time Machine to Gettysburg, A Turner Adventure Learning Educational Program, produced by Turner Educational Services, Inc. in cooperation with the Center for Excellence in Education, Indiana University, 1994, Student Handout #1.

Confederate Leaders at Gettysburg

GRADE 8



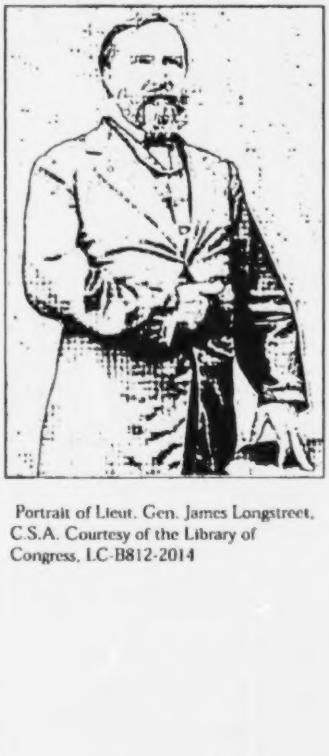
Gen. Robert E. Lee, Officer of the Confederate Army. Courtesy of the Library of Congress, LC-B812-0001

General Robert E. Lee,
Army of Northern Virginia
Your Army Commander

Robert E. Lee was 54 years old when the Civil War broke out in 1861. He had a brilliant career in the United States military and was asked to command the Union Army. Although Lee didn't want the country to split, he was very loyal to his home state of Virginia. When Virginia seceded from the Union, Lee joined the Confederacy. He commanded the Army of Northern Virginia and then, in 1865, he became overall commander of all Confederate armies.

At first, the soldiers did not like Robert E. Lee; they called him names like *Granny Lee*. Soon, however, they learned to love and respect him. The Union also learned to respect him. He was a very good person, was very considerate of others, and was a brilliant general. This made him the greatest commander of the period. Lee almost always led the army to victories against the Union. By the time of the Battle of Gettysburg, the soldiers of the Army of Northern Virginia believed their commander would lead them to victory every time. Lee believed that his men were unbeatable. At Gettysburg, these two beliefs would be tested (*Pickett's Charge*, 24).

He is in control. He does not lose his temper nor his faith; he never complains. ...He believes absolutely in God. He loves Virginia above all... He is the most beloved man in either army (*Killer Angels, Time Machine*).



Portrait of Lieut. Gen. James Longstreet, C.S.A. Courtesy of the Library of Congress, LC-B812-2014

Lieutenant General James Longstreet
Your Corps Commander

James Longstreet also had a long and respected career in the United States military. Still, he joined the Confederacy with his home state of Georgia. When Lee took over, Longstreet quickly rose to become second in command of the Army of Northern Virginia. He was given command of the First Corps, which he molded into a powerful fighting force.

He suffered tragedy when an outbreak of scarlet fever took the lives of three of his four children. After that experience, he focused on the army and taking care of his men.

Longstreet was Lee's most experienced soldier, and Lee needed him to lead the men in battle. The men counted on him for inspiration and courage. They knew that he would do everything in his power to guarantee their success and, as much as possible, their safety. At Gettysburg, Longstreet would be torn between his loyalty to his commander and his loyalty to his men.

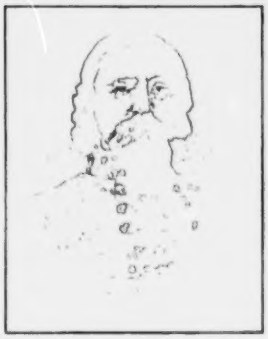
From Pickett's Charge, Gettysburg National Military Park Student Program

GRADE 8

Major General George E. Pickett
Your Divisional Commander

George Pickett was not taken very seriously by most of the generals in the army. He was known more for his perfume and curled hair than for his bravery and leadership. Pickett ranked last when he graduated from West Point in 1846. The only reason he got to be a general was because he was a friend of General Longstreet, who always pushed for his promotion. Pickett joined the Confederacy and commanded a division in Longstreet's Corps for ten months before the battle of Gettysburg. He still hadn't led the men in battle. He was eager to fight at Gettysburg, hoping for a chance at fame and glory.

Gaudy and lovable, long-haired, perfumed. Last in his class at West Point, he makes up for a lack of wisdom with a lusty exuberance (*Killer Angels, Time Machine*).


Major General George E. Pickett, CSA. Illustration from *Battles and Leaders III*

28th Virginia Infantry Regiment

Brigadier General Richard B. Garnett
Your Brigade Commander

Richard Garnett was a career military man who became known as an "Indian fighter." When the Southern states began to secede, he made a speech asking the Union to stay together. When his home state of Virginia seceded, Garnett followed. He originally commanded a brigade under the famous Stonewall Jackson. Jackson was very demanding and unforgiving and, unfortunately for Garnett, Jackson did not like the way he ran his brigade. Jackson wanted to court-martial Garnett, but he died before there was a chance for Garnett to clear his name. The stain on Garnett's reputation bothered him, and made him feel that he had to prove himself on the battlefield. Gettysburg would give him the chance.

Colonel Robert Allen
Your Regimental Commander

Robert Allen was a graduate of the Virginia Military Institute and a prominent lawyer. He had the characteristics of a great leader: the ability to speak elegantly, and the proper military training. Allen organized the "Roanoke Greys," one of the militia units that eventually became a company in the 28th Virginia Regiment. (Militia units are groups of soldiers who defend their home state.) Allen quickly became colonel in April of 1862. At the battle of Williamsburg on May 5, 1862, Union soldiers temporarily captured Colonel Allen while he was leading his men. However, some of his soldiers saved him. Allen's men loved him, because he was dedicated to the cause and to them. The battle of Gettysburg would truly test his dedication.

History of the 28th Virginia Infantry Regiment

GRADE 8

From Pickett's Charge, Gettysburg National Military Park Student Program

The 28th Virginia Infantry Regiment was just one of the fifteen Confederate regiments under General George Pickett that participated in the massive infantry charge at Gettysburg on July 3, 1863. The men in each Civil War regiment usually came from the same communities and had very similar backgrounds. Their experiences in the army during the first years of the war made these bonds even stronger.

The ten companies that made up the 28th Virginia Infantry Regiment originally began as individual militia units, or groups of men who were prepared to defend their home states against invasion. These men were already familiar with training and drilling before they joined the Confederate Army. They were mostly farmers and were assembled from five different counties in Virginia: Botetourt, Craig, Bedford, Campbell, and Roanoke. Each company came up with their own distinctive name such as the "Bedford Grays" or the "Craig Mountain Boys" before these names were traded in for a simple letter. The 28th Virginia was organized on May 17, 1861 and mustered into service on June 1. After boarding the train for instruction camp, the captain of one of the companies stopped the train on the edge of the county to give the boys one last look of home. They all gave three cheers for their families and their county.

General Robert E. Lee appointed Robert T. Preston as the colonel of the regiment. The regiment hit some rough patches in its transition from state militia companies to a regiment in the Confederate Army. The soldiers became very upset when they were issued outdated muskets and no ammunition. Colonel Preston remedied the situation, but not before eight men had left the regiment. Major Robert Allen, who was well liked and respected, drilled the men for weeks, since Colonel Preston knew nothing about military tactics or procedures. Although the men were bored and tired of drilling, it prepared them for the battle situations that lay ahead.

The 28th Virginia fought in almost all of the Army of Northern Virginia's major battles of 1861 and 1862. The regiment began with involvement at the First Battle of Manassas, and afterwards underwent a big change in command when Colonel Preston quit. The regiment was reorganized and Major Allen was elected to take command. They had a few months to prepare, but after that, it was non-stop fighting. In five short months, the 28th fought in seven different battles: Williamsburg, Fair Oaks, Gaines' Mill, Frayser's Farm, Second Manassas, Boonsboro, and Antietam. All of this fighting took a heavy toll on the regiment.

The 28th wasn't involved in another major battle until Gettysburg. They spent most of early 1863 on a foraging expedition and participating in a siege on a Union fort. Soon, they headed north, destined to end up in an unknown town by the name of Gettysburg.

GRADE 8

Confederate Leaders at Gettysburg

Pickett's Charge, Gettysburg National Military Park Student Program, 24-25.

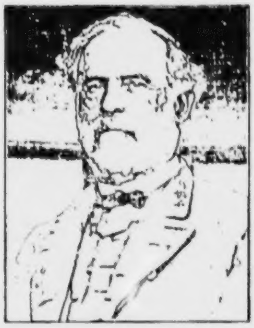
Gettysburg The Souvenir Guide to the National Military Park by James A. Gross and Andre B. Collins, Maps by James A. Gross, Tem inc, Gettysburg, PA, 1991, 5.

The Killer Angels, Michael Shaara, Time Machine to Gettysburg, A Turner Adventure Learning Educational Program, produced by Turner Educational Services, Inc. in cooperation with the Center for Excellence in Education, Indiana University, 1994, Student Handout #1.

Confederate Leaders at Gettysburg

GRADE 8

General Robert E. Lee
Army of Northern Virginia
Your Army Commander



Gen. Robert E. Lee, Officer of the Confederate Army. Courtesy of the Library of Congress, LC-B812-0001

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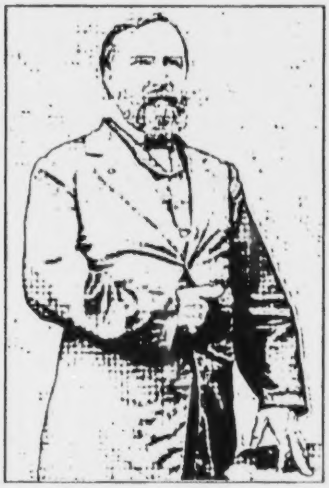

Portrait of Lieut. Gen. James Longstreet, C.S.A. Courtesy of the Library of Congress, LC-B812-2014

Lieutenant General James Longstreet
Your Corps Commander

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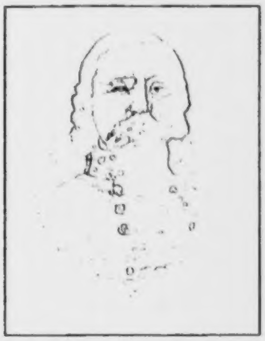

Major General George E. Pickett, CSA Illustration from *Battles and Leaders III*

Major General George E. Pickett
Your Divisional Commander

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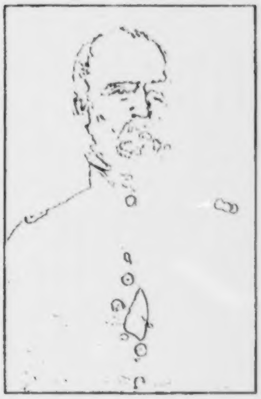
Gaudy and lovable, long-haired, perfumed. Last in his class at West Point, he makes up for a lack of wisdom with a lusty exuberance (*Killer Angels, Time Machine*).

57th Virginia Infantry Regiment



General Lewis Armistead. From *Battles and Leaders III.*

Brigadier General Lewis A. Armistead
Your Brigade Commander

Lewis Armistead was the oldest brigadier general in Pickett's division. He had been in the United States army for twenty-two years. When the war broke out, Armistead resigned to join the Confederacy. He did not want to fight against the Union, but he was loyal to his home state of Virginia. He was a tough man; in a span of only six years, he had lost two wives, two daughters, and his family farm. In addition to all of this heartbreak, he found it difficult to part from his long-time friend, Winfield Scott Hancock, who remained in the U.S. Army. Armistead originally commanded the 57th Virginia Regiment but rapidly rose to command a brigade. He had commanded the brigade for a long time before Gettysburg, although it had only been involved in the fighting at Malvern Hill. At Gettysburg, Armistead would have his chance to lead his men to glory, but at the cost of having to fight against his friend, Hancock, who was leading the men on the opposite ridge.

Colonel John Bowie Magruder
Your Regimental Commander

When the Civil War broke out, John Magruder quit his job as a teacher and took a two-month course in military tactics at the Virginia Military Institute. He returned home, organized the "Rivanna Guards," and became its captain. Before his 24th birthday, Magruder would rise to become the Colonel of the 57th Virginia. Colonel Magruder was known for his dedication, intelligence, and dependability. He would put these qualities into action at Gettysburg.

History of the 57th Virginia Infantry Regiment

GRADE 8

From Pickett's Charge, Gettysburg National Military Park Student Program

The 57th Virginia Infantry Regiment was just one of the fifteen Confederate regiments under General George Pickett that participated in the massive infantry charge at Gettysburg on July 3, 1863. The men in each Civil War regiment usually came from the same communities and had very similar backgrounds. Their experiences in the army during the first years of the war made these bonds even stronger.

After President Lincoln called for volunteers to fight in the Union Army, the governor of Virginia issued a call for volunteers to fight in the Confederate Army, the 57th Virginia Infantry Regiment was formed in response to this call. The regiment included men from six different counties, most of whom were farmers. The majority of the ten companies consisted of men that volunteered from Pittsylvania County, but there were also men from Buckingham, Franklin, Henry, Albemarle, and Botetourt counties. Many of the men did not have any weapons or uniforms. Townspeople did the best they could to supply the volunteers with uniforms and the basic equipment they would need for camp life. The Virginia State Armory eventually found enough muskets to give the men.

On September 25, 1861, Colonel Lewis Addison Armistead took command of the regiment. He immediately began an intense training schedule for the men and instituted a strict discipline policy. They drilled and assisted in the guarding of Federal prisoners, never leaving the Richmond area or participating in any serious fighting throughout 1861. Although they were not engaged in battle, they were constantly fighting disease among their ranks. The regiment went into camp for the winter and suffered from typhoid fever, measles, diarrhea, and other illnesses that often ran rampant through the camps.

The regiment was ordered to North Carolina to defend the Blackwater River, finally breaking the monotony of camp. There, they suffered from a poor diet. The 57th Virginia continued to be plagued with boredom and disease and was not in a battle until July 1, 1862, almost a year after they had been organized. At the Battle of Malvern Hill, the regiment bravely charged the Federal lines twice but were unable to break through. In that one day, they suffered 113 casualties. They had obeyed orders and come close to achieving victory, even against overwhelming odds. Colonel Armistead had become General Armistead and was in command of the entire brigade. John Bowie Magruder was now in command of the regiment, and remained its colonel at Gettysburg.

In 1862, the regiment played a small role in the Second Battle of Manassas and Antietam, suffering very little in casualties. On October 27, 1862, the 57th and the rest of Armistead's brigade were assigned to the division of Major General George Pickett. The regiment was at the Battle of Fredericksburg, but did not participate in the fighting. After Fredericksburg, they headed down to North Carolina to look for food and supplies. Due to that expedition, the regiment was not present for the Battle of Chancellorsville, although they experienced some small-scale fighting in North Carolina. By the summer of 1863, the 57th Virginia had not been through a whole lot of intense fighting, but their training would soon be tested outside of a little Pennsylvania town called Gettysburg.

GRADE 8

28th Virginia Infantry Regiment, C.S.A.

From Pickett's Charge, Gettysburg National Military Park Student Program

1. **Captain Michael P. Spessard** - 41 years old/Farmer from New Castle/Son is Private Spessard, also in this company.

2. **Lieutenant John A. J. Lee** - 25 years old/Farmer from New Castle/5 feet, 9.5 inches tall/Dark hair, gray eyes, dark skin.

3. **Sergeant Edward G. Richardson** (will serve as First Sergeant) - 27 years old/Shoemaker from Botetourt/Wounded June 1862 at Frayser's Farm, VA/Wounded Sept. 1862 at Boonsboro, MD/In hospital until February 1863.

4. **Color Sergeant John Eakin** - Born Nov. 25, 1836/Farmer from Craig/Promoted to color sergeant December 1862.

5. **Sergeant John B. Caldwell** (will serve as Color Sergeant) - 27 years old/Farmer from Craig/Promoted to Sergeant in January 1862.

6. **Private Jacob W. Myers** - 19 years old/Blacksmith from Craig/Enlisted 1861 at age of 17.

7. **Corporal Dabney Debo** - Born June 9, 1839/Enlisted April 27, 1861/Farmer from Chestnut Fork/Captured May 5, 1862 in Williamsburg, VA/POW in Old Capital Prison in Washington D.C./Exchanged on August 5, 1862/Wounded August 30, 1862 at 2nd Manassas/Recovered.

8. **Private James P. Martin** - 19 years old/Enlisted in August, 1861 at Fairfax Court House.

9. **Private Simon Hancock** - 35 years old/Farmer from Bedford/Fair skin, dark hair, blue eyes/6 feet and ½ inch tall/Enlisted March, 1862/Sick in Lynchburg Hospital August through December 1862.

10. **Private Hezekiah Spessard** - Enlisted in February 1863/Father is Captain Michael Spessard of this regiment.

11. **Private James G. Kessler** - From Fincastle/Placed under arrest March 1863 through June 1863, when he was released by order of General Pickett.

12. **Private James H. Thompson** - Transferred from 4th VA Regiment August 30, 1861.

13. **Private William R. Obenshain** - 19 years old/From Fincastle/5 feet 3 inches tall/Dark skin, black hair, hazel eyes/Enlisted March 1862/Sick and in hospital with debility from May to November 1862.

14. **Private John M. Brisentine** - Married to Sarah Jane Brisentine/Enlisted May 15, 1861/Laborer from Craig County/Absent at home January through April 1862/Wounded at Frayser's Farm June 30, 1862/AWOL November to December 1862.

15. **Corporal John Jefferson Miller** - 25 years old/Farmer from New Castle.

16. **Private Calvin P. Dearing** - 21 years old/Farmer from Chestnut Fort/Sick in the hospi-

tal August to November 1862.

17. **Private Edward A. Belew** - Joined in 1861/Absent until January, 1862/Captured May, 1862 in Williamsburg/Returned to duty August 1862/Orderly to Colonel Allen at Gettysburg.

18. **Private George Kelly Turner** - 24 years old/6 feet 2.75 inches tall/Dark skin, black hair, hazel eyes/Sick November 1862 through January 1863.

19. **Private Joseph H. Hughes** - 23 years old/Laborer from Botetourt/Deserted September through November 1862/Returned.

20. **Private Robert Christian Holland** - Attended Roanoke College/Enlisted May 1861 in Salem/Wounded at 2nd Manassas/In hospital until November 1862/Returned to duty.

21. **Corporal Henry Lewis Camper** - 24 years old/Promoted to Corporal October, 1862.

22. **Private Samuel Ronk** - 33 years old/Wagon maker from Botetourt/5 feet, 8 inches tall/Fair skin, fair hair, gray eyes.

23. **Private Robert Ballard** - 22 years old/Farmer from Good's Crossing/Wounded at Frayser's Farm in June 1862/In hospital until December 1862.

24. **Private Uriah H. Ayres** - 28 years old/Farmer from Bedford County/6 feet, 3 inches tall/Dark skin, dark hair, blue eyes/Wounded June 1, 1862 at Seven Pines/In hospital until December 1862/Returned to regiment January 1863.

25. **Private Nathaniel Chittum** - 24 years old/From Bedford/5 feet, 10.5 inches tall/Light skin, brown hair, gray eyes/Wounded June 1862/sent home then returned to Regiment.

26. **Private Marion J. Cundiff** - 22 years old/Farmer from Bedford/5 feet, 7.5 inches tall/Dark skin, brown eyes, black hair.

27. **Private George A. Lollis** - 20 years old/Farmer from Botetourt.

28. **Private James O. Dudding** - 26 years old/Married/Farmer from New Castle/Sick September through December 1861 in Lynchburg Hospital/Deserted hospital April 1862/Rejoined December 1862/Placed under arrest.

29. **Private William Barnes** - Enlisted May 1862/Sick in hospital with diarrhea July through August 1862.

30. **Private Daniel M. Brown** - 31 years old/Carpenter from Botetourt/Began as Corporal but reduced to Private in May 1862/Wounded May 1862 at Williamsport/At home until October 1862.

31. **Private Samuel M. Brown** - 25 years old/From Botetourt/Wounded in June 1862/In hospital until October 1862.

32. **Private Osson Perry Knight** - 43 years old/From Bedford/5 feet, 8.5 inches tall/Light skin, yellow hair, blue eyes.

33. **Private John A. Roach** - 31 years old/Farmer from Bedford/Enlisted in March 1863/Dark skin, black eyes, black hair.

34. **Private A.B. Tompkins Ailiff** - 35 years old/Dark skin, black hair, hazel eyes/Farmer/Enlisted in March 1862/Sick in hospital with pneumonia from May through August 1862.

35. **Private Henry L. Book** - Married to Mary Book/Mechanic from Craig Courthouse/Enlisted on May 15, 1861/Sick in Petersburg Hospital in the fall of 1861/Sent home until May 1862/Returned to regiment.

57th Virginia Infantry Regiment, C.S.A.

GRADE 8

From Pickett's Charge, Gettysburg National Military Park Student Program

1. **Captain John H. Smith** - From Franklin County/Enlisted July 23, 1861 at Big Lick/Promoted from Sergeant to 2nd Lieutenant January 1862/Promoted to Captain June 1862/Absent due to sickness from June through December 1862.

2. **Lieutenant Charles H. Jones** - Age 24/Enlisted June 21, 1861 as Sergeant/Resident of Pig River/6 feet, 1 inch tall/Fair complexion, dark hair, and dark eyes/Listed as Lieutenant in October 1862/Absent due to sickness in December 1862.

3. **Sergeant Wyatt S. Meador** (will serve as First Sergeant) - Enlisted May 29, 1861 at Gravel Hill/Promoted to Sergeant November 1861.

4. **Sergeant Joseph C. Mahan** (will serve as Color Sergeant) - Enlisted July 10, 1861 in Rorrers/Promoted to Corporal October 1862 and then to Sergeant in June 1863.

5. **Sergeant James Anderson** (will serve as Color Sergeant) - 18 years old/Farmer/Enlisted July 1861 in Pittsylvania County/Promoted to Corporal in November 1861 and then to Sergeant in May 1862.

6. **Private Landon Hodges** - Enlisted in Sydnorsville, August 8, 1861/5 feet 6.75 inches tall/Fair complexion, brown hair, light brown eyes/Resides in Franklin County/Absent due to sickness January through April 1862/Discharged September 1862/Re-enlisted.

7. **Private Alfred J. Wade** - Enlisted May 29, 1861 at Gravel Hill/Deserted February 20, 1863/Rejoined May 2, 1863.

8. **Private John R. Gaulding** - Pittsylvania County farmer/Enlisted August 1861/Admitted Chimborazo Hospital on February 16, 1863, with rheumatism/Returned to duty February 19, 1863.

9. **Private James G. Lee** - Born in Buckingham County/Enlisted on September 11, 1861 in Richmond at the age of 18/Re-enlisted in February 1862/5 feet, 11 inches tall/Dark complexion, gray eyes.

10. **Private John S. Crum** - Enlisted July 7, 1861 in Sydnorsville/Admitted to Richmond Hospital September 30, 1862 with diarrhea/Furloughed Oct. 10, 1862/Absent due to sickness through February 1863/Admitted Danville Hospital May 20, 1863 with pneumonia/Returned to duty May 22, 1863/5 feet, 9 inches tall/Fair complexion, brown hair, gray eyes/Resident of Franklin County.

11. **Private George C. Willis** - Enlisted August 19, 1861 in Sydnorsville/Broke leg at Malvern Hill/Absent through December 1862/Returned to regiment/5 feet, 9.5 inches tall/Dark complexion, brown hair, gray eyes/Resided in Franklin County.

12. **Corporal Joseph W. Heckman** - Enlisted July 10, 1861 at Pig River/In hospital with debility August 28, 1862 through April 2, 1863/Returned to duty.

13. **Private Moses H. Stone** - Enlisted March 6, 1862 in Franklin County/Confined December 23, 1862 for trading in camp/Returned to duty.

14. **Corporal William H. Davis** - Farmer from Franklin County/Enlisted in June 1861/Hospitalized May through July 1862/6 feet tall/Fair complexion, light hair, blue eyes.

15. **Private Brice E. Martin** - Enlisted July 10, 1861 at Mt. Vernon Church/Farmer.

16. **Private Alexander Custard** - Enlisted August 17, 1861 in Pittsylvania County/Furloughed February 1862/Returned to duty.

17. **Private Creed F. Jones** - Enlisted April 17, 1862 at Ft. Dillard/Farmer/5 feet, 10 inches tall/Dark complexion, black hair, dark eyes/Deserted May 9, 1862/Rejoined January 1863.

18. **Private William B. Dunkum** - Enlisted August 22, 1861 in Buckingham County/Admitted to Farmville Hospital July 26, 1862/Returned to duty November 24, 1862.

19. **Private Joseph Cox** - Enlisted March 6, 1862 in Franklin County/Absent due to sickness through December 1862/Returned to duty.

20. **Private Thomas Henry Fowler** - Born in Maryland/Druggist/5 feet, 8 inches tall/Fair complexion, light hair, blue eyes/Enlisted at Rocky Mount on March 20, 1862.

21. **Private William J. Tomlinson** - Born in South Carolina/Age 36/Farmer/6 feet tall/Fair complexion, auburn hair, blue eyes/Enlisted June 10, 1861/Discharged October 18, 1861/Re-enlisted February 1, 1862/Wounded in thigh at Malvern Hill/Admitted to Danville Hospital September 28, 1862/Returned to duty Dec. 25, 1862.

22. **Private John Whitmore** - Enlisted July 19, 1861 in Botetourt County/5 Feet, 10 inches tall/Dark complexion, black hair, hazel eyes.

23. **Private William Moran** - Enlisted April 17, 1862 in Norfolk.

24. **Private Achilles M. Dolman** - Enlisted July 20, 1861 in Jackson/6 feet tall/Dark complexion, auburn hair, dark blue eyes/Resided in Albermarle County/Absent due to sickness December 1861 through Feb. 1862.

25. **Private John B. Pate** - Born Franklin County/Enlisted June 21, 1862 at Higgs Field/6 feet 1.75 inches tall/Ruddy complexion, dark brown hair, gray eyes/Absent through October 1862/Returned to duty.

26. **Private James W. Owen** - Enlisted June 22, 1861 at Gumsprings/Carpenter/Absent due to sickness December 1861 through April 1862/Returned to duty.

27. **Private Samuel W. Thornton** - Enlisted June 15, 1861 at Young's Store/Admitted to Chimborazo Hospital August 30, 1861 with diarrhea/Furloughed Sept. 8, 1861 for 30 days/Admitted to Chimborazo Hospital July 4, 1862 with chronic rheumatism/Returned to duty.

28. **Private James R. Gardner** - Enlisted July 10, 1861 in Henry County/6 feet, 4 inches tall/Dark complexion, dark hair, dark eyes/Resided in Pittsylvania County/Captured September 19, 1862 at Harpers Ferry/Exchanged November 10, 1862/Returned to duty.

29. **Private William A. Kirks** - Enlisted July 13, 1861 in Sydnorsville/5 feet, 6.5 inches tall/Fair complexion, light brown hair, light blue eyes.

30. **Private John C. Lester** - Enlisted July 10, 1861 at Mt. Vernon Church/5 feet, 9.5 inches tall/Fair complexion, light hair, brown eyes/Resided in Henry County.

31. **Private Christopher C. Winger** - Born in Botetourt County/Enlisted June 12, 1861 at Waskey's Mill.

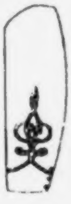
32. **Private Thomas Overby** - Enlisted June 10, 1861 at Bachelor's Hall.

33. **Corporal Ralph Adkins** - Enlisted July 1, 1861 in Pittsylvania County/Promoted to Corporal May 7, 1862/Wounded in leg at Malvern Hill/Absent due to sickness through February 1863/Returned to duty.

34. **Private William H. Norris** - Born November 1840/Albermarle County farmer/Enlisted July 13, 1861 at Stoney Point/5 feet, 11.5 inches tall/Fair complexion, black hair, and hazel eyes.

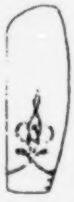
35. **Private Arthur L. Smith** - Enlisted March 1, 1862 in Buckingham County/5 feet, 9 inches tall/Fair complexion, brown hair, blue eyes/Resided in Buck County.

OFFICERS' INSIGNIA



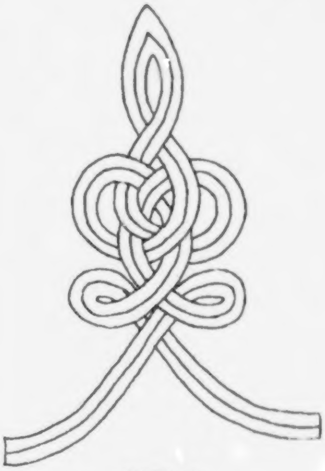
CAPTAIN

Two Gold Loops on each sleeve

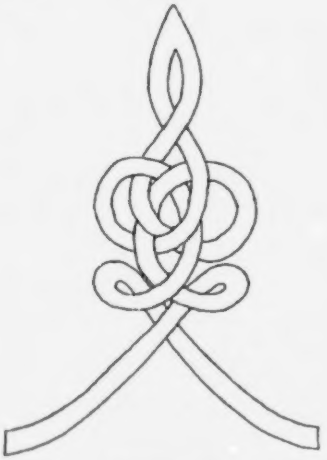


LIEUTENANT

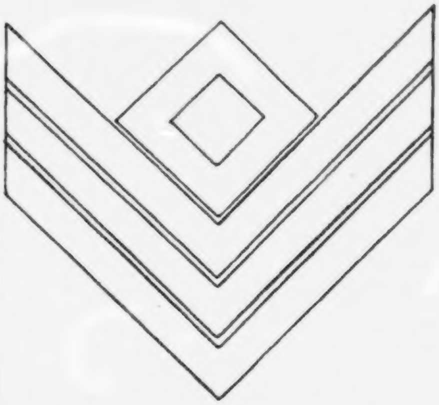
One Gold Loop on each sleeve



CAPTAIN

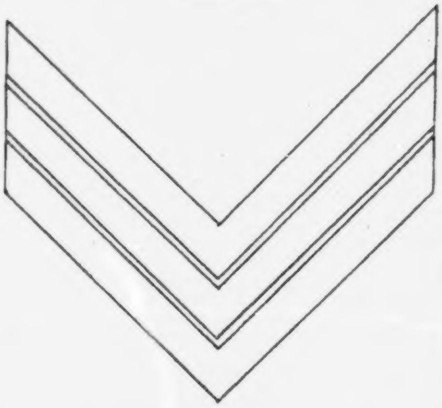


LIEUTENANT



1st SERGEANT

3 Light Blue Chevrons on both sleeves



COLOR SERGEANT

3 Light Blue Chevrons on both sleeves

Officer's Insignia, "A Field Guide to Educators" Courtesy of Joan Pore and the GNMP

Name: ____________ ________ GRADE 8

Soldier Journal – July 3, 1863

Write another "journal entry" from the perspective of the soldier that you portrayed during Pickett's Charge today. Pickett's Charge is over; it's the evening of July 3, 1863. You may use the questions below to help you decide what to include in your entry if you wish. You should also use the "Civil War Slang" sheet to make your entry more authentic.

How did it feel to march across the open field in perfect parade dress, 12,000 to 15,000 strong? Were spirits high? What was it like when the Union artillery and rifle fire began to tear gaping holes in your ranks? Did you want to turn back, or were you even more determined? What happened to you? Were you wounded? Captured? Killed? What are you feeling now as you are ...

Back on Seminary Ridge - defeat, sorrow over those lost, anxiety about a possible Union counterattack, concern for the future, etc.

Lying wounded on the field - pain, thirst, thoughts of home, wondering if anyone will rescue you before it is too late, thoughts of death, fear, questioning whether it was all worth it, anxiety over what was going to happen next, etc.

Dead, spirit in heaven (hopefully) - pride because you sacrificed your life for a cause you believed in, regret because you fought against your brother and died in vain, etc.

A prisoner among the Union soldiers - anguish as they celebrate around you, anxiety over the possibility of a Union counterattack, gratitude toward the Union soldiers as they share their food with you and include you in their conversation, anxious to discover if you friends are still alive, etc.

GRADE 8

Name: ______________________

Soldier Journal – July 2, 1863

Write an entry in your "journal" as your new persona. It's the evening of July 2, 1863, and you are in the middle of one of the greatest battles of all time. You may use the questions below to help you decide what to include in your entry. You should also use the "Civil War Slang" sheet to make your entry more authentic.

★ What did you eat tonight?

★ Where are you about to sleep?

★ Are you healthy? If not, what"s wrong?

★ Were you wounded in battle today?

★ How many friends did you lose today in the fighting?

★ Are you thinking of home?

★ What do you think will happen tomorrow in the charge against the Union center?

★ What are you feeling? Are you afraid? Excited?

★ Are you reminding yourself of the reasons you're here?

"The Blue & The Grey" painting by Mort Kunstler Courtesy of Mort Kuntsler.

Drill of the Company (Your Class)

GRADE 8

Procedure: Using the drawing as a reference, have your classmates get into formation. Use the Lieutenant and one Corporal as file-closers. The file-closers stay to the rear while on the march. The flagbearers will always be at center-front of the formation when on the march. Your classmates should be lined up very close together, shoulder-to-shoulder.

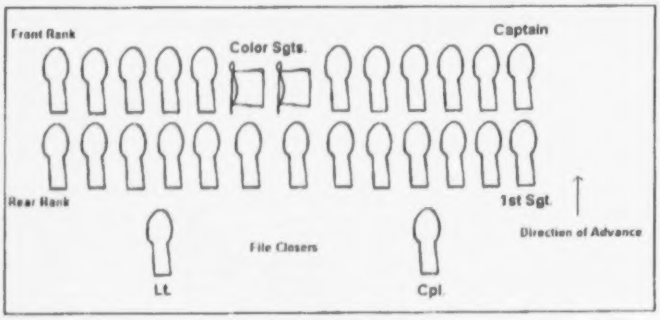
Give the orders to the company, always starting with the word **"COMPANY."** The Lieutenant should practice giving orders also.

Try some of the following commands with your class-company:

COMPANY...**FALL IN** (Line up quickly, as shown in the diagram)
COMPANY...**ATTENTION** (Stand tall, face forward, silence)
COMPANY...**RIGHT FACE** (Pivot on right foot a quarter-turn to the right)
COMPANY...**LEFT FACE** (Pivot on left foot a quarter-turn to the left)
COMPANY...**ABOUT FACE** (Half-turn, 180 degrees)
COMPANY...**FORWARD MARCH** (Move forward, maintaining formation)
COMPANY...**HALT** (Stop, but remain at attention)
COMPANY...**AT EASE** (Relax, but stay in place, silence)

Here are some more orders that you can give, as needed:

COMPANY...**RIGHT - DRESS** (Turn heads to the right and straighten lines)
COMPANY...**DRESS THE LINE** (Straighten up the formation and get proper spacing)
FRONT (Snap heads back to the front, after the RIGHT - DRESS command)
STEADY MEN, STEADY (Maintain pace; don't speed up)
TO THE STEP (Stay in step with captain; match his pace)
QUIET IN THE RANKS (Silence; no talking. It is very important that everyone can hear the captain.)



Pickett's charge program. Image from GNMP.

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GRADE 8

Pack a Civil War Lunch

From Gettysburg National Military Park, Pickett's Charge Program

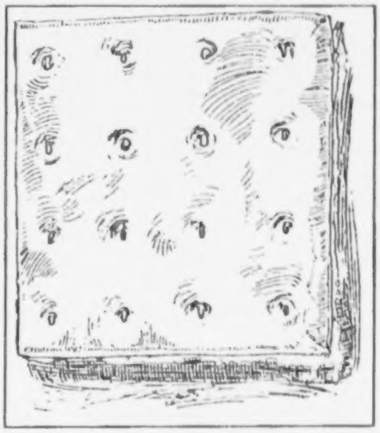
To make your fieldtrip experience even more authentic, pack a lunch with some of the foods that soldiers ate during the Civil War. Invite a friend in the class over so you two can have fun shopping and cooking together! Below, you will find a list of foods and recipes to choose from.

Make sure to get permission from your parents before you get started. If you are lucky, they might even help you!

Union: Salt pork, fresh or salted beef, salted bacon, salt, pepper, molasses, rice, hominy, soft bread, cornmeal, dried fruit or vegetables, dried peas or beans, hardtack, tea, coffee, and condensed milk.

Confederate: Salted beef, salted bacon, molasses, cornmeal, fresh vegetables, dried peas, and tea.

Hardtack – Union



About 2 cups flour (unbleached wheat flour is more authentic)
Between ½ to ¾ cup water
2 teaspoons salt

Preheated oven
Mixing bowl
Rolling pin (or smooth plastic cup)
Fork or point of a knife to make holes in crackers
Cookie sheet
Cooling rack

Pre-heat the oven to 350 degrees. Mix the flour and salt together in a bowl. Add water, little by little, mixing by hand until the dough starts to stick to itself. It shouldn't stick to the bowl. Roll the dough into a rectangle about ½ inch thick. Cut into 3-inch squares. Make four rows of four holes in each cracker – do this on both sides. Cook for 25 minutes on an ungreased cookie sheet. Flip the crackers, and bake for another 25 minutes. Place the lightly brown crackers on a cooling rack.

**If the shape of your hardtack, after being bludgeoned with a hammer, remains unaltered, you are well on your way to authenticity! Add worms for the true Civil War experience. (Just kidding!)

Pudding - Union

If we wanted something extra, we pounded our crackers [hardtack] *into fine pieces, mixed it up with sugar, raisons and water, and boiled it in our tin cups. This we called pudding.* -

— *Recipe from Alfred Bellard, in* Gone for A Soldier *(page 122).*

Slapjacks - Union

Whenever flour was issued out as rations we made what was called slapjacks, that is flour and water made into a batter with a little salt and fried in our frying pans. ... We had flour dealt out to us at Harrison's Landing but had no canteen to fry it in, so it was of no use until I found an old broken shovel. This was cleaned and cooked the slapjacks for the company.

— *Recipe from Alfred Bellard, in* Gone for A Soldier *(page 120-121).*

Skillygallee - Union

Soak hardtack in water until soft, and then crumble. Fry in bacon fat. (Get your parents help for this one.)

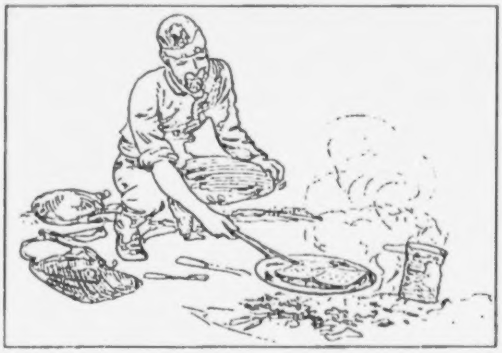


Illustration from *Hardtack and Coffee*

GRADE 8

Hard Tack, Come Again No More

Anonymous

Let us close our game of poker, take our tin cups in our hand
As we all stand by the cook's tent door
As dried monies of hard crackers are handed to each man.
O, hard tack, come again no more!

CHORUS: 'Tis the song, the sigh of the hungry:
"Hard tack, hard tack, come again no more."
Many days you have lingered upon our stomachs sore.
O, hard tack, come again no more!

'Tis a hungry, thirsty soldier who wears his life away
In torn clothes—his better days are o'er.
And he's sighing now for whiskey in a voice as dry as hay,
"O, hard tack, come again no more!"— **CHORUS**

'Tis the wail that is heard in camp both night and day,
'Tis the murmur that's mingled with each snore.
'Tis the sighing of the soul for spring chickens far away,
"O, hard tack, come again no more!"— **CHORUS**

But to all these cries and murmurs, there comes a sudden hush
As frail forms are fainting by the door,
For they feed us now on horse feed that the cooks call mush!
O, hard tack, come again once more!

FINAL CHORUS: 'Tis the dying wail of the starving:
"O, hard tack, hard tack, come again once more!"
You were old and very wormy, but we pass your failings o'er.
O, hard tack, come again once more!

Lyrics courtesy of Kathie Watson, Poetry and Music of the War Between the States,
http://users.erols.com/kfraser/union/songs/union-bonnie.html.
Please visit this site for more lyrics, information, and MIDI files.

Johnnie Cake – Confederate

Get your parents to help you on this one.

3 cups cornmeal
2 eggs
1 ½ cups boiling water
Enough hot oil to fry Johnnie Cakes

Mixing bowl and spoon
Skillet
Cooling rack

Mix the cornmeal and eggs in a bowl. Slowly, little by little, add very hot water until you have a batter. You may need more or less water – use your judgment. Get your parents for this part: heat oil into skillet until hot enough for frying. Carefully place the batter by spoonfuls into the oil and fry until golden brown. Remove from skillet and cool on rack.

Cornbread was widely eaten in the South. If you like, buy a cornbread mix and follow the directions! It isn't exactly like what was eaten back then, but it will do for those of you who are less brave!

Coosh or Cush — Confederate

(Recipe for those of you who have a hard time FINDING the kitchen) - Confederate

Fry bits of cooked beef with bacon grease and cornmeal.

GRADE 8

First Minnesota Infantry

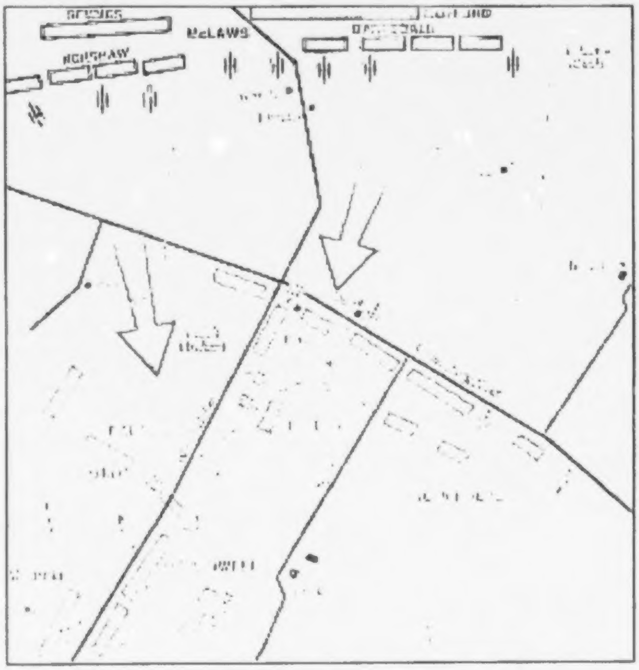
The first unit to officially offer its services to the United States

Eric A. Campbell, Park Ranger-Historian, Gettysburg National Military Park.

Gettysburg The Souvenir Guide to the National Military Park by James A. Gross and Andre B. Collins, Maps by James A. Gross, Tem inc, Gettysburg, PA, 1991.

The Civil War Battlefield Guide, Second Edition, The Conservation Fund, Frances H. Kennedy, Editor and Principal Contributor, Houghton Mifflin Company, Boston, 1998, pgs. 207-212.

The Civil War Chronicle, The Only Day-by-Day Portrait of America's Tragic Conflict As Told by Soldiers, Journalists, Politicians, Farmers, Nurses, Slaves, and Other Eyewitnesses, Edited by J. Matthew Gallman, Crown Publishers, New York, 2000, Agincourt Press.



"The Wheatfield" photograph of the wheat field taken shortly after the battle, July 2nd, 1863. The Civil War Library & Museum, Philadelphia, PA.

First Minnesota Infantry

GRADE 8

The first unit to officially offer its services to the United States

At about 4:00 on July 2, Confederate corps under Generals Longstreet and Hill battled with Sickles' Third Corps. The 1st Minnesota was on the sparsely defended Union center on Cemetery Ridge, watching the battle below in the Peach Orchard, which was the center of Sickle's line. Sergeant James Wright of the 1st Minnesota Regiment describes the scene: *Crashing, crushing, stunning discharges of artillery made the earth vibrate beneath us Rolling, tearing, crackling volleys of musketry, Union cheers and Confederate yells, mingling with other noises of the strife, burst out from the concealing clouds of smoke, in that indescribable mixture of sounds commonly called the 'roar of battle.'* The 1st Minnesota laid on the ground, watched, and waited as the battle played out before them.

As a new division of Confederate soldiers charged at around 6:00, Sickles' Third Corps gave way. Their retreat from the Peach Orchard was steady and orderly at first but then became wild and disorderly as thousands of men ran toward the 1st Minnesota. Confederate soldiers under Wilcox and Barksdale were hot in pursuit. Sergeant John W. Plummer of the 1st Minnesota reacted to the approaching onslaught with gloom: *...I never felt so bad in my life, I though sure the day was gone for us, and felt that I would prefer to die there, rather than live and suffer the disgrace and humiliation a defeat of our army there would entail on us; and if ever I offered a sincere prayer in my life, it was then, that we might be saved from defeat.* Despite the desperate situation, the men of the 1st Minnesota held fast with fearless determination.

The 1st Minnesota, which was made up of 269 officers and soldiers, stayed in formation as the wounded and panicked soldiers of the Third Corps passed by. The enemy – 1,000 men under Wilcox – was quickly approaching the 1st Minnesota. Positioned in the pathway of certain death, the 1st Minnesota stood firm.

✓SOME THINGS TO CONSIDER

Answer the following questions on a separate sheet of paper:

1. What percentage of the 1st Minnesota regiment were casualties on July 2?

CASUALTIES ÷ REGIMENT'S TOTAL NUMBER x 100

2. What are some current-day examples of people who have been willing to sacrifice their lives for a greater cause, even against terrible odds, like the men of the 1st Minnesota?

The Army of the Potomac was in grave danger because most of Cemetery Ridge was undefended; there were only a few scattered and unsupported regiments, such as the 1st Minnesota, on the ridge. General Hancock and Colonel Colvill of the 1st Minnesota tried to rally the retreating men of Sickles' Third Corps without success. Reserves had been sent for, but by the time they would reach the position at the left rear of the Union line, the enemy would have already occupied it. That is, unless the approaching Confederates were somehow stopped. From out of the growing darkness and billows of artillery smoke, General Hancock rode up to the 1st Minnesota's lines at full speed and ordered them to take the enemy colors. The men understood what kind of sacrifice was being asked of them. They might take terrible casualties just to give the Union Army a few more minutes to pull itself together. Man after man dropped, dead or wounded – but the 1st Minnesota kept going.

The regiment was now moving at full speed when Colonel Colvill gave the command to fire as they neared the enemy's first line. The fire was delivered *right into the faces* of the Confederates. The enemy's first line broke, running through the second line, and as the 1st Minnesota men kept up a steady fire, the whole advance was temporarily stopped – by a much smaller Union force!

Unfortunately, the regiment's bravery drew the attention of Barksdale's Brigade. Barksdale's men had been moving to capture Battery A, which had been firing on them as they were pursuing the Third Corps retreat. These men now turned their fire to the 1st Minnesota. Wilcox's Brigade was now recovering from the surprise they had experienced at the 1st Minnesota's daring attack, and it began to move forward and around the small Minnesota regiment. All at once, the 1st Minnesota was being fired on from both flanks and the front! The regiment took terrible losses in the crossfire. After what seemed to be an eternity, reinforcements of the 82nd New York and the Vermont Brigade appeared on the scene. The 1st Minnesota had done its job, and with the arrival of the reinforcements, the Confederates were pushed back.

The cost of victory for the 1st Minnesota was high; out of 269 officers and soldiers, the five-minute battle with two Confederate brigades had left the regiment with 224 casualties. This was the highest casualty rate among any regiment on the North American continent. All field officers were either killed or wounded, and six colorbearers were shot.

The 1st Minnesota had held back the enemy, saved Cemetery Ridge, and most likely, saved the battlefield. General Hancock's official report stated, *There is no more gallant deed recorded in history. I ordered those men in there because I saw that I must gain five minutes' time… I would have ordered that regiment in if I had known every man would be killed. It had to be done, and I was glad to find such a gallant body of men at hand, willing to make the terrible sacrifice that the occasion demanded* (*Civil War Chronicle*, 325).

GRADE 8

EXPLORING THE GETTYSBURG MUSEUM

When the Civil War began in 1861, President Lincoln called for 75,000 volunteers to join the Union Army to put down the rebellion. As you enter the museum you will enter the world of a Civil War soldier in 1861. **Read** the recruiting posters on the wall and make an important decision. Will you join Capt. Driver's Co. for three months, Bridgewater for one year, or the Corn Exchange? The **Bounty** and **Pay** might be a factor in your decision.

I decided to join ____because I

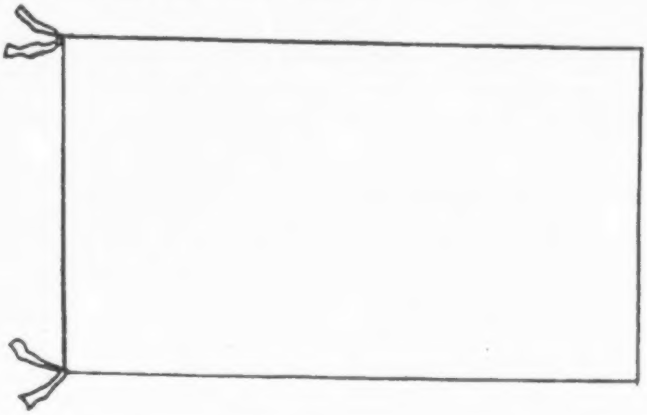
____.

After you take the Oath of Allegiance you are a fullfledged soldier.

> **"I____________________, do solemnly swear that I will bear true allegiance to the United States of America, that I will serve them honestly and faithfully, against all enemies and opponents whatsoever, that I will obey the orders of the President of the United States, and the officers appointed over me, according to the rules of the armies of the United States, so help me God!"**

Optional Activity

You have been asked to design a flag for your regiment. Give your flag a unique design that will distinquish yours from all the others.



BEST COPY AVAILABLE

GRADE 8

I. THE GALLANT MEN

As you walk by the photos on the wall, search for at least four men who survived the three day battle at Gettysburg. Write their names and their company or regiment on the lines below.

______________________ ______________________

______________________ ______________________

How many men were actually killed as a result of the battle at Gettysburg?______________

II. ARMIES AND ARTIFACTS

Follow the wall of photographs and enter the door at the right. Here you will find artifacts found on the battlefield.

In your opinion, what is the most interesting piece in the collection?

____

Why?

____

Now, take the time to view the program, "Gettysburg: The Armies". It will show and explain the makeup of an army and show what happened to them here at Gettysburg.

NOW YOU WILL GO TO THE REAR OF THE HALLWAY AND PROCEED DOWN THE STAIRS.

III. UNION INFANTRYMAN'S EXHIBITS AND UNIFORM

Take the time to examine the uniform displays. As a new soldier, you will need to choose a uniform and other items for living a soldier's life. As you decide, imagine how it must have felt to wear one of these uniforms during the Battle of Gettysburg in July of 1863.

I have chosen to wear:

A) Fatique Jacket, Trousers, and Forage Cap ______________
B) Zouave Uniform ______________
C) Union Officer's Dress Uniform ______________
D) Union Enlisted Cavalry Uniform ______________
E) Union Colonel of the Artilleries Uniform ______________

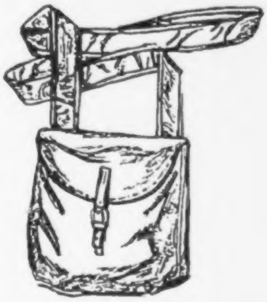
Look carefully at the trousers. How are they different from yours?

____

GRADE 8

IV. UNION INFANTRY EQUIPMENT

Look closely at the items carried by each soldier. Write the name of each piece of equipment on the line under it.



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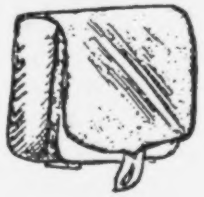

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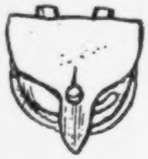

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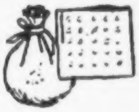

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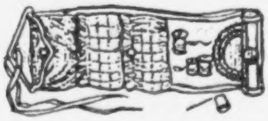

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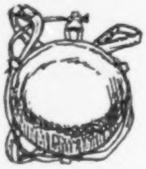

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Hardtack was the bread ration given to each soldier. A soldier got three pieces per day. If a crate of hardtack had 500 pieces in it and each man going into battle got rations for three days, how many men would one crate of hardtack feed? __________

How many crates would it take to feed a REGIMENT (approximately 400 men) going into battle?____

GRADE 8

V. A SOLDIER'S CAMP

Here you will find two campsites. Take time to study both. Each man carried half a tent, therefore two men were needed to make a PUP tent. What would you do with your half if you were the odd man out (you had no partner)? ____________________

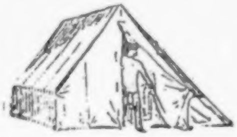
____

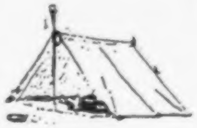
Examine the campsite carefully. List some of the ways men would pass the time while in camp.

______________________________ ______________________________

______________________________ ______________________________

How is the officer's campsite different from the enlisted man's?





OFFICER'S ENLISTED MAN'S

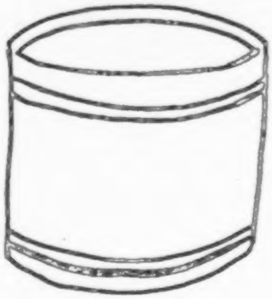
______________________________ ______________________________

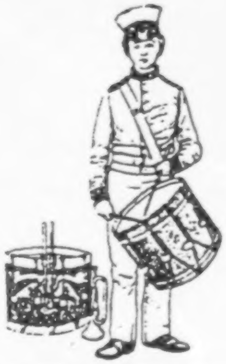
______________________________ ______________________________

______________________________ ______________________________

VI. CIVIL WAR MUSIC

Relax and enjoy the music of the Civil War era. The drums were always decorated. Complete this picture of the undecorated drum.

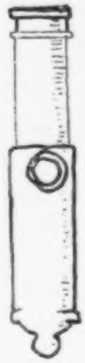




VII. CANNONS AND RIFLED MUSKETS

Go to the large open area on the lower level to watch the videos on cannon and rifled musket firing. How many men are needed for a complete cannon crew?

Many different models of cannons were used during the Civil War period. Try to identify the models pictured below by studying the models in the museum.



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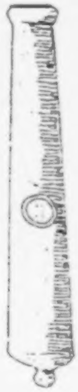

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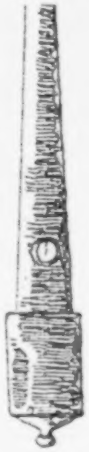

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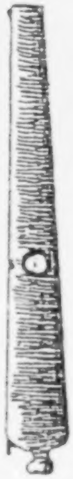
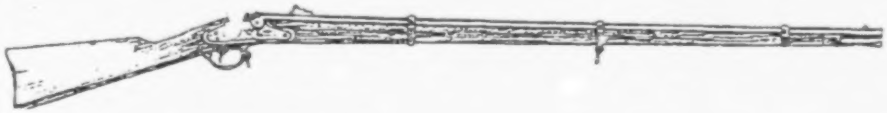


____

Illustrations from
Jack Coggins' book,
Arms and Equipment
of the Civil War.

Pictured below is a drawing of a U.S. MODEL 1861 Rifled Musket. Although there were many types used by both armies this Springfield rifle was more generally used by the Union Infantry. Complete the picture by drawing in the missing part.



Can you name the part you added?______________________________

As you return to the main floor take time to view the exhibits on LEISURE TIME and Reigle and Myers. They are located to the right of the entrance to the Electric Map.

VIII. LEISURE TIME

When you examine the soldier's campsite you listed some things they did to pass the time. Did you list any of the activities that you see here? YES NO

Are any of the games still played today? YES NO

Which of the activities would you have engaged in during your free time?

_______________ _______________ _______________

_______________ _______________ _______________

IX. REIGLE AND MYERS

Here you see two Gettysburg men who answered the Union call. Which one of the men lived into the 1900's? _______________

Complete his timeline.

List one event under each year.

1861 '62 '63 '64 '65 '66 1916 1917

Now that you have completed your museum activity you can see that there are many different facets to the Civil War. If time permits you may want to take another walk through the museum to study the exhibits you may have missed.

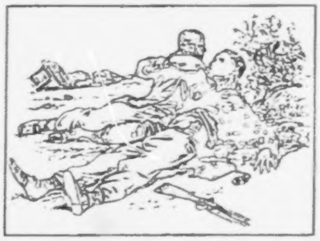
Imagine

GRADE 8

The field is before you, deafeningly silent and devoid of human forms, but on that tumultuous and fateful day of July 2, 1863, thousands of brave young men met and died on this very ground. They had left the safety of their homes to risk their lives for a cause. Their cause was bigger than each individual; it was a cause that men on both sides believed to be close to the heart of the Almighty God.

Close your eyes and fire up your imagination; let it take you back to that sweltering hot summer day. Your scratchy wool uniform weighs on you like a suit of armor, and you are drenched in stinging sweat. How long has it been since you've bathed? You can't recall. Your throat is parched; you'd give anything for a drop of cool water from a bubbling stream. The dense humid air is alive with burning smoke from the battles waging around you. Can you smell the acrid powder that hangs suspended in the thick air before you? Your eyes strain to see what's in front of you – is it friend or foe? You wish you could put your hands over your ringing ears; the whizzing of minie?? balls and crashing thud of artillery shells strikes fear in your heart. But the worst clamor is the horrific human screams that seem to echo louder and louder in your ears. The screams are emanating from every corner...screams of a soldier as a shell tears into his flesh...screams of the wounded and dying, lying helpless on the battlefield as their lifeblood oozes from them. Can you hear them begging for a sip of water? An ear to bend near to hear their whispered final words? You can rarely pause to help, for the enemy presses around you, demanding your full attention. Your comrades must die alone, pictures of sweethearts and letters from home falling from their swollen and lifeless fingers.

War is terrible, but you remind yourself of the cause, and that lifts your flagging spirits above the carnage unfolding before you. You hate the uneasy lull before a battle; you shift from foot to foot, anxious for the fighting to begin. At last! The call to advance has gone forth, and as you lunge toward the enemy, you have no time to remember that he was once your brother.



We Drank from the Same Canteen
Illustration from *Hardtack and Coffee*.

✓SOME THINGS TO CONSIDER

Go back to your soldier journal. Imagine that the soldier you reenacted at Pickett's charge has entered a time machine and jumped ahead to Gettysburg today. How would he feel to walk through modern Gettysburg and see tons of cars, roads, and congestion?

Jump to the future. How would he feel if he could see fast food chains and parking lots at the site of Pickett's Charge?

Would he feel surprised? Would he be happy or sad? How would he feel about the people who paved over the place where so many of his fellow soldiers died?

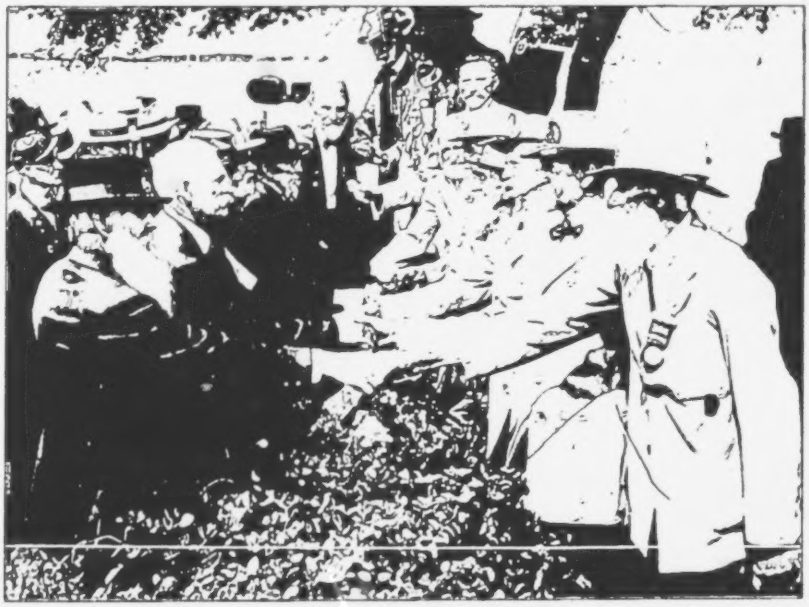
Preservation at Gettysburg

"Chamberlain's Charge" painting by Mort Kunstler Courtesy of Mort Kunstler

Without any doubt, Gettysburg is the country's most popular Civil War battlefield. Referred to as the "High Water Mark" of the Confederacy and the turning point of the war, about 1.7 million people come to visit each year.

Wouldn't you think that a famous place like this would be completely safe from being destroyed? Wrong. Currently, only 6,000 acres of this 11,581-acre site are protected, including 183 acres preserved by Civil War Preservation Trust.

What about the rest of the acres? They are in danger because of homes, roads, shopping centers, and fast food chains. The main threat to the Gettysburg battlefield is the web of roads that once drew the armies to this small Pennsylvania town. These roads continue to be a magnet for urban sprawl.



50th Anniversary of the Battle of Gettysburg Commission, Philadelphia Brigade and Pickett's Division PA State Archives

Battlefield Field Trips

GRADE 11

Battlefields as Primary Resources

> "I believe taking a closer look at the bloody battle at Gettysburg can tell us quite a lot. If we are intolerant, don't participate in the important social issues of our time and aren't willing to make compromises with each other, that's what lies in store for us. Today's headlines talk about civil wars in Bosnia-Herzegovina, Somalia and other areas around the globe. These countries have yet to learn the lessons of Gettysburg..."
>
> — Martin Sheen, Actor

Time Machine to Gettysburg. A Turner Adventure Learning Educational Program. Produced by Turner Educational Services, Inc. in cooperation with the Center for Excellence in Education, Indiana University, 1994, pg. 5

GRADE 11

Teacher's Eyes Only:

Important Note! Most of you will not be taking your students to Gettysburg because your school is nowhere near Gettysburg. We chose to feature Gettysburg in this curriculum for obvious reasons; it is one of the most famous of Civil War battlefields, and it is sometimes considered the turning point of the Civil War.

If you have the paper version of the curriculum, before you recklessly tear the fieldtrip section out of your copy of the curriculum and burn it, **please note that there are items in this section that you can use for any battlefield field trip!**

First, check out **Helpful Hints for Battlefield Fieldtrip Planning**. It is an excellent resource. Do not forget to check the preservation section of our website (www.civilwar.org) to obtain pertinent preservation information on the battlefield that you are visiting with your class.

Also, quite a few of the Gettysburg activities in this section can be effectively applied to any Civil War battlefield.

Lastly, look forward to the Civil War Preservation Trust's battlefield-specific packets that will be coming soon to a battlefield near you! Each individual packet will focus on one of the Civil War Sites Advisory Commission's 384 principal battles (of over 10,500 conflicts) and will include all types of primary documents for you to utilize with your class. If you are a Civil War Preservation Trust member, you will be alerted as each battlefield-specific packet is completed via *Hallowed Ground*, the yearly teacher institute, etc. If you are not a member, check the classroom section of our website for updates.

Homework the Night Before – Assign your students the readings entitled **"Gettysburg"** and **"Gettysburg – The Aftermath"**. Remind them to answer the questions in the readings on a separate sheet of paper. (For one of the questions, you will need to provide them with the approximate number of people in your city/town. You can easily obtain that number by contacting www.census.gov or talking with the local Chamber of Commerce or County Planning office.)

[OPTIONAL DAY 1+ - *Gettysburg* (movie)]
This movie is rated PG. It is 261 minutes long. There is some profanity. It is a recreation of the battle, filmed on the actual battlefield. It can be purchased at www.socialstudies.com, www.amazon.com, or may be found in the Civil War Preservation Trust's Traveling Trunk. You can also rent it from many video stores.

Day 1 – Have your students read **"20th Regiment, Maine Volunteer Infantry Little Round Top"** and answer the questions on a separate sheet of paper. Hand out **"Joshua Lawrence Chamberlain"** to those students who are interested in learning more about Chamberlain, both during the war and after.

Hand out the sheet entitled **"Pack a Civil War Lunch"**. Tell your students that they should try to pack a lunch for the fieldtrip that includes some authentic foods that the soldiers ate at Gettysburg in 1863.

Make sure to go over appropriate behavior at the battlefield with your students, what they should wear, and what they should and should not bring (see **Helpful Hints for Battlefield Fieldtrip Planning**). Remind them of when and where they need to meet you.

Since September 11, 2001, security measures have been increased at the National Parks. Keep in mind that backpacks and other items may be searched.

Homework Day 1 – Have the students read **"Dedication of the Soldiers' National Cemetery at Gettysburg"** and answer the questions. Also, tell them to ask their family members if they know of any ancestors buried at the Soldiers' National Cemetery. If so, they should write down their ancestor's name and the regiment he fought in. If they do not know the regiment, his residence at the time of enlistment will do.

Optional Alternative Assignment: Think of a problem or divisive issue in your school, community, nation, or world about which you have a strong opinion. Write a persuasive speech to encourage people to work towards a solution. Since Lincoln's speech consists of only 267 words, your speech should be between 250-300 words. Present your speech to the class.

Optional Interdisciplinary Project – You can complete this with your students if you have time. Or if they are scheduled in block classes, maybe you can persuade the English teacher to use the building bricks below to create a lesson that will coincide with your teaching of the Gettysburg Address.

Idea from Teaching with Historic Places, A program of the National Park Service's National Register of Historic Places and the National Trust for Historic Preservation, Choices and Commitments: The Soldiers at Gettysburg, by John Andrews, Lesson Plan #44, 3.

GRADE 11

Analyze the Gettysburg Address and Note Lincoln's Use of the Following:

- ★ Short words versus long words
- ★ Words of Anglo-Saxon origin versus those of Latin derivation
- ★ From the rhyming syllables of the first word throughout, the speech is somewhat musical
- ★ Solemn repetitive phrases - *we can not dedicate, we can not consecrate, we can not hallow*
- ★ Antithesis, contrasting the dead with the living - *what we say here* and *what they did here*
- ★ King James version of the Bible echoed throughout the speech
- ★ Use of *government of the people, by the people, for the people* may have come from Daniel Webster's 1830 speech calling the American government *made for the people, made by the people, and answerable to the people*, or from a sermon by Theodore Parker defining democracy as *a government of all the people, by all the people, for all the people*
- ★ Moves from past to present to future in an hourglass form, spending the least amount of time on the present
- ★ Deliberately abstract – no specific reference to the battle of Gettysburg or the cemetery he was dedicating, no mention of the South, the Confederacy, slavery, the Army of the Potomac, or its commanders
- ★ Images of regeneration and rebirth - *conceived in liberty, brought forth, new birth of freedom*
- ★ Used the word *nation* five times to drive home the point that the United States was not just a political union, but a nation.
- ★ Any other qualities that the students may notice

Teachers' Guide for Unfinished Work: The Creation and Dedication of the Soldiers' National Cemetery, Gettysburg National Military Park Student Program, U.S. Department of the Interior, National Park Service, 21-22, 40.

** Go over the "**Helpful Hints for Battlefield Field Trip Planning**" sheets and activities to make sure you are bringing everything you need to bring. Also, either take the "**Helpful Hints for Battlefield Field Trip Planning**" sheets, the Gettysburg National Military Park sheets and the "**Information & Rules Specific to Gettysburg National Military Park**" sheet with you or make sure you have transferred necessary information to notes that you are carrying with you. These sheets contain information on where you need to be at what time, where to park your bus, where to eat, where to find restrooms, park directions, etc.

Day 2: Field Trip at Gettysburg National Military Parkl –
While on the bus, tell your students that Gettysburg National Military Park consists of more than 6,000 acres on which nearly 1,400 monuments, markers, and cannon are placed. If you have the time, ask the students to look for symbolism on the statues at the park. Discuss this during the bus ride home. Remind the students, once again, of appropriate behavior.

The Army mule.
From *Hardtack and Coffee*.

Suggested Schedule for the Day

GRADE 11

These times match GNMP program times but times and/or programs may need to be rearranged according to your specific needs. Travel time between locations has been included.

Arrive at Gettysburg National Military Park	8:40 a.m.
Bathroom Break	8:40 a.m. - 8:50 a.m.
Electric Map	9:00 a.m. – 9:30 a.m.
Gettysburg National Military Park Museum	9:40 a.m. – 10:30 a.m.

Divide into groups and hand out **Exploring the Gettysburg Museum,** a pen, and a clipboard to each (chaperoned) group. Remind the students that they must not use the glass cases to steady their papers as they write. Collect items when finished

Little Round Top	10:45 a.m. – 12:00 p.m.

Drive to Litle Round Top. Walk to the southeastern slope, where you will find the 20th Maine monument and flank markers showing its position on July 2, 1863. Do you recognize any names from the reading? About 75 yards east is a monument showing the position of Captain Morrill's Co. B. The monuments and markers were given to the Park by veterans of the 20th to honor fallen comrades. Gather around the monument and have one of your students read excerpts from **"20th Regiment, Maine Volunteer Infantry."** The veterans of the 20th stood here on October 3, 1889.

Pass around the photo of the view from Little Round Top in 1863. Have your students complete **"Experiencing the Battlefield."** (Provide them with copies of the assignment, clipboards, pens, and colored pencils.) Take a photo from the same position so you can put the two on your bulletin board as a comparison.

Have another student read the excerpt from **"Chamberlain's Address on Big Round Top."**

Lunch and Bathroom Break	12:15 p.m. – 12:45 p.m.

Drive to an eating area. While at lunch, have the students show each other authentic food that they made/brought. Clean up when you're finished.

Bookstore	12:30 p.m. – 12:50 p.m.
Unfinished Work: Creation and Dedication of the National Cemetery	1:00 p.m. – 3:00 p.m.

Drive to the Cyclorama Center parking lot flagpole to meet your Program Ranger. Ask to see the 20th Maine plot, and the plots for any ancestors who may be buried there.

Bookstore/Bathroom Break	3:10 p.m. – 3:30 p.m.
Leave Gettysburg National Military Park	3:30 p.m.

Homework Day 2 – Pass out the assignment entitled "**Simple Grandeur**" and ask your students to complete it.

GRADE 11

Day 3 (if you have time) – Have your students read "**The Gettysburg Reunions**" and then show them the reunion pictures. You can print them out and pass them around or pull them up on a laptop and project them onto a screen. Ask your students the following question that relates to the message of the Eternal Light Peace Memorial: Do you think that today, the North and South are unified or are we still divided in many ways? Have them explain their answers.

Ask the students the following question for class discussion: Now that you have read about Gettysburg and have actually been there, what land features make the town an ideal place to wage a 19th Century war? Why? In light of this information, why is it important to preserve battlefield land? How is actually seeing these features and walking amongst them a better way to comprehending strategic land advantages versus reading about them in a textbook?

Hand out the sheet entitled "**Preservation at Gettysburg**" and have the students read it.

You can also complete some of the activities listed in The Day After section of the "**Helpful Hints for Battlefield Field Trip Planning**" sheets.

Helpful Hints for Battlefield Field Trip Planning

GRADE 11

First, go to our website at www.civilwar.org to locate a Civil War battlefield near your school.

Call or visit the site online. If the site has a lot of education programs and procedures already in place, a number of the following tasks will already be taken care of for you.

Contact the Park and Get Started...

★ Ask if the site has any special education tours/programs, multi-media presentations, living history presentations, museum exhibits, hands-on exhibits, workshops for students, etc.

Are there admission fees for adults/students for the programs and/or admittance to the park, etc?

What is the maximum/minimum number of students required for any particular program?

Is there a required number of chaperones per number of students?

How much time should you allot for each program you're participating in or each area of the battlefield you're visiting?

★ Tell them about any of your students with special needs. They will suggest appropriate programs or offer to make accommodations.

★ Call well in advance to make a reservation for your class. Ask about their changes and cancellations policy. Know your tax-exempt number.

★ Ask how much physical activity is involved in the programs you're participating in.

★ Ask what the students should wear - Comfortable clothes and shoes that can get wet/dirty/muddy, no sandals, long pants with socks, sun block, insect repellant, hat, rain gear or jacket depending on the weather, etc.

★ Ask what students should bring or not bring with them (no valuables).

★ Ask if they have educational materials on the battlefield such as pre-visit and post-visit activities, reading recommendations, etc. Specify the grade/age of your students. Also, they can do a special program for your class based on what you are studying.

★ Ask if they have a Junior Ranger program.

★ Ask if they have any items on loan, such as traveling trunks, reproduction artifacts, photographs, documents, audiotapes, videotapes, filmstrips, slides, etc. What is the loan time frame? What is the cost?

★ Ask if they offer any teacher workshops.

★ Ask when the park is open. Get directions to the park and the approximate time that it will take to get there from your school.

★ Ask where your bus is allowed to park. Are there parking fees?

★ Ask where the picnicking area and restrooms are located.

★ Ask if there is a souvenir shop/bookstore. Does it have things that are appropriate for students to buy? What's the general price range of these items?

★ Ask if there are rules about flash photography or video recording at places like an inside museum.

★ Ask if you can visit the site for free before your class visits, to "scout it out."

Before the Big Day...

★ Get fieldtrip permission from the following: Principal, department head, teachers whose classes your students will be missing, and parents.

★ Get a substitute for your classes that will be left behind.

★ Get a bus. If you have a long way to travel, plan activities for students to do on the bus. If it's going to be an extremely hot day, bring coolers for bottled water in addition to the coolers for lunches.

★ Develop a field trip itinerary and see where a Ranger can help out. Let your kids have a say in planning the field trip; what do they want to see and do? Try to create interdisciplinary activities for your field trip and invite classes from other disciplines such as literature, math, physics, and science to come along. Let the park staff know if you will need to borrow any equipment.

★ Work with the park staff to create a backup plan in case of inclement weather. You might want to check the forecasted weather for your fieldtrip day at www.weather.com.

★ Recruit enough chaperones - at least one for every 10 students. If you can't find enough parent or school staff volunteers, education students from a local college might be available to assist. Orient your chaperones to the battlefield and the day's activities before you go on the fieldtrip. Let them know their roles and responsibilities for the day. Also inform them of safety procedures and appropriate student behavior.

★ Go to the site before you take your students to familiarize yourself with the layout of the park. Decide exactly what you want the students to see and participate in and ask questions of the park staff. Bring your chaperones, if possible.

★ Help your students understand where they are going and why. Introduce the battlefield and the events that happened there in the classroom before you go on the fieldtrip to give your students background. Use the pre-visit activities that the park has provided.

★ Explain the following preservation rule to your students: "**Take only memories, Leave only footprints.**" Relic collecting is not allowed. Natural resources such as plants, animals, and rocks are also protected. Even picking a flower is prohibited! This is to help protect park resources and preserve them for future generations.

- If you find something that you think is an archeological artifact, leave it where it is and report the location to park staff. Archeologists need to see an item in its environmental context to learn anything about it.

Other general rules:

★ No gum/food/drinks outside the lunch area.
★ Put trash in designated trashcans and recycling bins.
★ Do not feed or harass animals.
★ Hike only on established trails unless you're participating in an educational program that allows otherwise.
★ When inside a museum, no touching objects or display cases unless permitted.
★ No throwing and no running or shouting except during designated activities.
★ No littering.
★ No climbing/hanging on trees, buildings, monuments, cannons, stonewalls, rocks, cliffs, or any government structures. Many of the monuments and cannons were placed there by veterans of the battle to mark positions and to honor the sacrifices that were made at the battlefield. Respect them. Show additional respect if they are in the vicinity of soldier graves; it is sacred ground. In fact, the entire battlefield is hallowed ground; it's where thousands of people lost their lives.

★ Help your students to formulate questions to ask the Ranger.

★ Tell your students when and where they need to meet you.

★ Make a detailed list of materials you need to bring with you such as a first aid kit, student medicines, a check for the park, a camera or video camcorder to document your trip, pens and pencils, copied activity sheets, clipboards to write on, etc.

While on the Bus and at the Park …

★ Everyone on the fieldtrip should make and wear nametags to wear while on the battlefield so the Ranger can be more personable with the group.

★ Remind students of appropriate behavior while you're traveling on the bus, and let them know the day's itinerary.
Arrive early and proceed to the Visitor Center Information Desk to purchase any necessary tickets and/or pick up any materials or equipment. Allow your students to use the restrooms.

★ Be prompt if you have a scheduled activity with a Ranger.

★ Tell your Ranger that you have already studied the events at the site so he/she can delve deeper into the topic instead of just covering the basics.

★ A teacher or a chaperone should be with the students at all times; if you and your students are going to split up into groups to go different places, be sure that each group has a chaperone and establish a meeting time and location. If you have younger students, use the buddy system as well.

★ Help students make personal connections.

★ Check in with the park staff before you leave and return anything they may have loaned you for the day.

The Day After ...

★ Complete post-visit activities with your students to assess and reinforce their understanding of what they learned on the fieldtrip.

★ Send an oversized card to your Program Ranger, thanking him or her for making your trip to Gettysburg educational AND fun! Allow each of your students to sign the card, adding a brief note about what they learned or what their favorite part of the program was if they wish. If possible, include a picture or two of your class at the park or a sampling of some of the work your students did during their visit to the battlefield or after they returned home. Send the card to the following address:

Gettysburg National Military Park
Attn: (Your Program Ranger)
97 Taneytown Road
Gettysburg, PA 17325

★ Decorate your bulletin board with pictures you took of the battlefield and of your students participating in program activities. Also, decorate with pictures drawn by your students (if applicable) on the fieldtrip.

★ Send examples of any letters that your students wrote in historic character, drawings of the battlefield that your students drew, photos of your students at the site, innovative fieldtrip ideas that you put into practice, etc. to us at:

Civil War Preservation Trust
11 Public Square
Suite 200
Hagerstown, MD 21740.

We may be able to feature your class on our website and/or in the Junior Pages of our quarterly magazine, *Hallowed Ground.*

Information & Rules Specific to Gettysburg National Military Park

For more information, visit www.nps.gov/gett or call (717) 334-1124.

Hours: Gettysburg's Visitor center is open from 8 a.m. to 6 p.m. every day except January 1, Thanksgiving, and December 25.

Restrooms: Restrooms are available at the Visitor Center and the Cyclorama Center. The bathrooms are easiest and quickest to access at the Visitor Center.

At the Cyclorama, you must follow a long walkway before you reach the entrance. Restrooms are at the left of the front entrance from the outside. Make sure you remind your students to promptly come back outside.

There are also restrooms available at Spangler's Spring, Devil's Den, and the Pennsylvania Memorial.

Bookstore: The bookstore is inside the Visitor Center.

Lunch Areas: There are several picnic tables located behind the Visitor Center and there is plenty of room for students to sit on the lawn. A larger picnic area, with tables and restrooms, is along South Confederate Avenue, south of the Visitor Center. Turn left as you exit the parking lot, heading south along the Emmitsburg Road for approximately 2 ¼ miles. Turn left onto South Confederate Avenue. You've gone too far if you see a small stone building on your left. That is the building where the restrooms are located. Please bring trash bags with you and have your group clean up after they eat. There are trash receptacles located throughout the park.

Gettysburg National Military Park

Here are some of the attractions at the park to enhance your visit – in addition to the actual battlefield itself! **For more information about all of these places, visit www.nps.gov/gett**.

Electric Map
Located at the rear of the Visitor Center on Taneytown Road and Steinwehr Avenue, the Electric Map can help orient students to the battle. It is a large topographical map with lights and an audio presentation. It lasts approximately 30 minutes. For more information on prices or to make reservations, call 877-438-8929.

Gettysburg National Military Park Museum
Located in the Visitor Center, this two-floor museum provides background information through a variety of displays and artifacts. It is free, but send a chaperone with each group of students.

Cyclorama
The Cyclorama building is next to the Visitor Center, just off the Taneytown Road. It is a huge circular painting depicting Pickett's Charge during the third day of the battle. It was painted by Paul Philippoteaux and his staff and took two years to complete. The presentation takes 20 minutes. Students stand in the center of the room with the painting all around them. It is accompanied by a sound and light presentation. Call 877-438-8929 for pricing information and reservations.

Soldier's National Cemetery
This is directly across the street from the Visitor's Center. Visit the final resting place of over three thousand Union soldiers. This is also where President Abraham Lincoln delivered the Gettysburg Address. There is no admission fee. But, since this is hallowed ground, remind your students to behave with the utmost respect.

Student Programs

Gettysburg National Military Park offers two-hour programs for six weeks in the fall and eight weeks in the spring. New programs are added each year. There is a large number of applicants, so, to participate, you must enter the September program lottery drawing. To register, call Barbara Sanders at 717-334-1124 extension 420.

- ★ **Care of the Wounded**
- ★ **Citizen-Soldier Conflict (focusing on a farm family living in Gettysburg)**
- ★ **Civil War Soldier (motives for joining Union army and the hard, and boring life)**
- ★ **Pickett's Charge**
- ★ **Unfinished Work: The Creation and Dedication of the Soldiers' National Cemetery**

Gettysburg Traveling Trunks

These trunks are targeted for either 5th or 8th grade students, but are adaptable to other grades. They contain clothing, military accouterments, pastime activities, photographs, literature, and music so that students can appreciate what life was really like during the Civil War.

Adams, York, or Franklin Counties (Pennsylvania): Reserve a trunk through the Lincoln

Intermediate Unit's Instructional Services Division. It will be delivered to your school. Call **717-624-6447** for reservations.

Nationwide: Call Barbara Sanders at **717-334-1124, extension 420,** for reservations. There is a fee of $25 (to replace damaged or worn items), plus shipping and handling. The park considers all requests, but if there are multiple requests for the same times, names will be entered into a lottery. A confirmation packet with the amount of your requested donation will then be sent to you. The typical donation is about $100, which includes shipping and handling. The heaviest demand is in the spring, so you might want to request a trunk in the fall.

Gettysburg National Military Park also offers the following:

- ★ Field Trip Guide for Educators: Includes pre-, post-, and during-trip activities
- ★ Workshops
- ★ Distance learning and live satellite broadcasts to the classroom
- ★ Home School Days

You may find more information about all of the Park Service's programs by visiting www.nps.gov/gett. Or, call 717-334-1124. They have a wealth of information to help teachers make history fun!

You may also write the following address:

Gettysburg National Military Park
Attn: Education Coordinator
97 Taneytown Road, Gettysburg, PA 17325.

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Cobblestone: The History Magazine for Young People, The Battle of Gettysburg, Vol. 9, Number 7, Carolyn P. Yoder, Editor-in-Chief, Cobblestone Publishing, Inc., Peterborough, NH, July 1988

"The Battle of Gettysburg, 1863" EyeWitness - history through the eyes of those who lived it, www.ibiscom.com/gtburg.htm (1997).

Gettysburg The Souvenir Guide to the National Military Park by James A. Gross and Andre B. Collins, Maps by James A. Gross, Tem inc, Gettysburg, PA, 1991.

The Battle of Gettysburg, National Park Civil War Series, Harry W. Pfanz, Additional text by Scott Hartwig, Maps by George Skoch, Eastern National Park and Monument Association, 1994.

MilitaryHistoryOnline.com, On A March Through the Past, Battle of Gettysburg, Casualties, www.militaryhistoryonline.com/gettysburg/day3/getty4.asp.

Gettysburg The Story Behind the Scenery by William C. Davis, Photography by David Muench, KC Publications, Inc., 1983.

Three Days at Gettysburg Turning Point of the Civil War text by Rod Gragg, Paintings of Mort Kunstler, Travel Time Products by Lawson Mardon Post Card, San Francisco, CA

Eric A. Campbell, Park Ranger-Historian, Gettysburg National Military Park.

The Civil War Battlefield Guide, Second Edition, The Conservation Fund, Frances H. Kennedy, Editor and Principal Contributor, Houghton Mifflin Company, Boston, 1998, 207-212.

The Atlas of the Civil War, Edited by James M. McPherson, Macmillan, New York, 1994.

Teaching with Historic Places, A program of the National Park Service's National Register of Historic Places and the National Trust for Historic Preservation, Choices and Commitments: The Soldiers at Gettysburg, by John Andrews, Lesson Plan #44.

A Field Trip Guide For Educators, The Battle of Gettysburg, research and text development by Jim Roubal, Parks as Classrooms, Gettysburg National Military Park.

GNMP, Lesson 3, The Gettysburg Campaign and the Battle.

Gettysburg, History in Film, www.historyinfilm.com/gettysbg/.

Civil War Sites Advisory Commission Report on the Nation's Civil War Battlefields Technical Volume II: Battle Summaries, 1993 (Revised and Reprinted 1998) Civil War Sites Advisory Commission c/o National Park Service.

Reluctant Witnesses Children's Voices from the Civil War, Emmy E. Werner, Westview Press, A Member of the Perseus Books Group, Boulder, Colorado, 1998.

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GRADE 11

Answer the questions on a separate sheet of paper.

What happened during those three fateful days at Gettysburg that caused the battle to be immortalized in the annals of history as the "High Water Mark of the Confederacy?" What happened at Gettysburg to grip the attention of people around the world? What made an obscure farm town in Pennsylvania a place where millions would come to visit throughout the years?

By 1863, the people of the North and South were tired of the war. Thousands of men had died from fighting and disease, and still, no end was in sight. This, despite the fact that many people – North and South – thought the war would only last a few months.

The Army of Northern Virginia had an impressive military record by June 1863 – it won most of the battles in the Eastern Theater, but these victories had cost many lives. Although the Army of Northern Virginia had spirit and determination, it had fewer men than the Army of the Potomac. Its weapons were deteriorated and it lacked food, clothing, shoes, guns, and ammunition due to the U.S. Navy blockades.

The Union had won many battles out West, and by the summer of 1863, it controlled Kentucky, Tennessee, Missouri, the port of New Orleans, and most of the Mississippi River. Troops under U.S. General Grant had surrounded Vicksburg, which successfully stopped the flow of supplies to the western part of the Confederacy.

The Confederacy had other problems. It was politically and economically unstable. President Lincoln's Emancipation Proclamation had all but ended the South's hope for foreign recognition and aid. Although two years of war and victories had weakened the South, the Union continued to grow in strength, and its advantage in numbers and supplies continued to improve.

The Confederacy desperately needed to get the war out of its backyard. The Army of Northern Virginia, which had defeated every Union force sent into Virginia and had caused the dismissal of three – soon to be four – Union commanders, decided to invade the North.

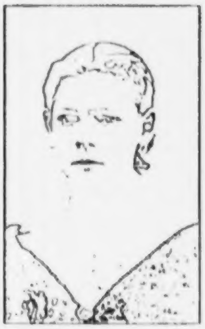
Lee had good reasons for marching north:

- Divert Federal troops from the worsening battle at Vicksburg, Mississippi;
- Move the armies away from war-torn Virginia and prevent the Union from attacking Richmond again;
- Move the Union Army away from the Federal fleet in Washington so it could be destroyed;
- Disrupt or destroy the railroads, interfering with supplies and communications;
- Find food, horses and clothing for his deprived army in the rich Pennsylvania countryside;
- Gain support from Europe after a Southern victory;
- Capture Washington and other Northern cities (such as Harrisburg, Pa.);
- Crush the Army of the Potomac on its own soil, causing the people of the North to be want to end the war.

On June 3, 1863, the Army of Northern Virginia set out, followed by the Union Army of the

Potomac, which stayed between the Confederates and Washington. As the Confederate troops reached Pennsylvania, a young girl came running out of a farmhouse, waving a Union flag. Lee called for his troops to halt, and he looked at the brave little girl who stood defiantly in front of him. He raised his arm and saluted her. Later, Lee overheard two soldiers criticizing him for saluting the enemy flag. Lee explained to them, *I saluted not the enemy, but the bravery of a young patriot and the flag of a great nation that I once served* (*Cobblestone*, 14). Lee's troops moved quickly – a Confederate soldier wrote that his regiment had breakfast in Virginia, whiskey in Maryland, and supper in Pennsylvania (*Gettysburg National Military Park*, 22).

Read about people your age in the days leading up to the Battle of Gettysburg:



Tillie Pierce. Courtesy Adams County Historical Society

Fifteen-year-old Tillie Pierce attended the Young Ladies Seminary, a finishing school near her home. She was at school on June 26, doing her literary exercises, when there was a huge commotion. People were yelling that the "Rebels" were coming. *Our teacher, Mrs. Eyster, at once said: "Children, run home as quickly as you can." It did not require repeating* (*Eyewitnesses*, 2-3).

She scrambled home and barely made it to the door when Confederate troops began to ride by. *What a horrible sight! There they were, human beings! Clad almost in rags, covered with dust, riding wildly pell-mell down the hill toward our home! Shouting, yelling most unearthly, cursing, brandishing their revolvers, and firing right and left. I was fully persuaded that the Rebels had actually come at last* (*Eyewitnesses*, 2-3).

Soon, the town was filled with troops who began to take anything for which they could find use. *Whatever suited them they took*, Tillie remembered (*Eyewitnesses*, 2-3).

The Union Cavalry came into town on June 30. Tillie and her friends were very glad to see them – they felt safe and protected. *A crowd of 'us girls' was standing on the corner of Washington and High Streets as the soldiers passed by*, she wrote. *Desiring to encourage them.... my sister started the old war song "Our Union Forever." As some of us did not know the whole of the piece we kept repeating the chorus* (*Reluctant Witnesses*, 62). Tillie and her sister stayed up late making bouquets of flowers to welcome the Union soldiers.

The First Day - Wednesday, July 1, 1863

On July 1, two Confederate divisions headed toward Gettysburg, running into cavalry pickets on the way. Two brigades of Heth's Division were sent forward and attacked Union General John Buford's Cavalry at about 8:00 in the morning. There were three times as many Rebels as there were Yankees. But, Buford knew that Gettysburg was very important. Eleven roads and many ridges and hills surrounded Gettysburg, so he did his best to hold his position. His dismounted troops (cavalrymen fighting without their horses) fought off the Confederates long enough for the U.S. First Corps infantry to arrive on McPhersons Ridge. He did well at first, but more Confederates were coming from the west and north.

More Confederates were able to reach Gettysburg that day than Union soldiers. The Union troops, commanded by General Meade, were overpowered by the Confederates early in the afternoon. (Meade had replaced General Joseph Hooker only three days earlier.) They retreated through town, and assembled on Culp's Hill and Cemetery Hill south of town. This meant that about 158,300 soldiers of both armies met at the small town of Gettysburg (*Civil*

War Sites Advisory Commission, 101).

GRADE 11

Although Lee ordered an attack on the Federals, Confederate General Richard Ewell hesitated, and it became too late, as the Federals were positioned along the high ground of Cemetery Ridge. Lee was not sure where the remaining Union corps were positioned. He relied on his cavalry, under J.E.B. Stuart, to hunt out the Union positions. However, J.E.B. Stuart had been separated from the rest of the army and Lee was missing this vital information.

Lee felt that he couldn't risk an attack against a force that was well "dug-in" – especially since he didn't know how many troops he was facing. Confederate General James Longstreet was uneasy and tried to convince Lee to move the army east between the Army of the Potomac and Washington. Then, the Federals would have to attack first. Lee rejected this idea. As a result, a great battle was about to swoop down on this little town of 2,400 residents.

Read about the experiences of people your age during the first day of the battle:

As the fighting neared her home, Tillie, a neighbor, and the neighbor's children fled to the Jacob Weikert house three miles south of town near a hill called Big Round Top. Union artillery hurried by the house shortly after they all arrived. Tillie remembered *It was indeed a thrilling sight. How the men impelled their horses! How the officers urged the men as they all flew past toward the sound of the battle! […] Shouting, lashing the horses, cheering the men, they all rush madly on* (*Eyewitnesses*, 4). It wasn't long before the war became less "thrilling" and more "terrifying." An artilleryman was injured in an explosion and carried into the Weikert house. *As they pass by*, she wrote, *I see his eyes are blown out and his whole person seems to be one black mass. The first words I hear him say are: "Oh dear! I forgot to read my Bible to-day! What will my poor wife and children say"* (*Eyewitnesses*, 4).

The Rebels marched into town, capturing a battalion of school cadets. Fifteen-year-old John C. Early was traveling with the Confederate troops and remembered *They had marched out gallantly to the defense of their country, but were not taken seriously by the Confederate officers, who simply transferred their army shoes and stockings to their own needy soldiers and left the lads to walk home bare-footed, in a less dignified style than they had started out* (*Reluctant Witnesses*, 62). Can you imagine their embarrassment?

Albertus McCreary, who was fifteen, helped the Union soldiers as they retreated through town. He remembered, *the street was full of Union soldiers, running and pushing each other, sweaty and black from powder and dust. They called to us for water. We got great buckets of water and tin dippers, and supplied them as fast as we could from the porch at the side of the house off the main street…. We were so busy that we did not notice how close the fighting was until, about half a block away, we saw hand-to-hand conflicts….We kept right on distributing water until an officer rode his horse up on the pavement... and said, "All you good people go down in your cellars or you will all be killed"* (*Reluctant Witnesses*, 64-65).

Seventeen-year-old Jennie McCreary wrote in a letter *I went over to Weaver's to help them roll bandages. We had not rolled many before we saw the street filled with wounded men….Oh, it was sickening to see them and hear their groans….I never thought I could do anything about a wounded man but I find I had a little more nerve than I thought I had* (*Reluctant Witnesses*, 64).

The Second Day - Thursday, July 2, 1863

GRADE 11

By late morning, the majority of both armies had arrived at Gettysburg. Both Lee and Meade were forced to fight an unplanned battle. Both armies formed battle lines along parallel ridges nearly a mile apart. The Union line was shaped like a fishhook. The "barb" of the hook, which was the right of the Union line, was on Culp's Hill. The westward curve of the hook was at Cemetery Hill. The line then stretched south for two miles along Cemetery Ridge. The left of the line was on Little Round Top, although it was only manned by signalmen. The Confederate line extended from the Hanover Road west through the town and south along Seminary Ridge, which was west of the Union line.

At noon, U.S. General Sickles advanced his Third Corps about a half-mile closer to the Confederate lines. Two divisions were on the Emmitsburg Road, and the rest of the corps extended through the Peach Orchard, the Wheatfield, and Devil's Den. At 4:00 p.m., hours after Lee had given him his orders, C.S. General Longstreet's First Corps under Hood and McLaws launched a left flank attack, focusing on Sickles' center in the Peach Orchard. C.S. General Anderson's Division attacked Sickles along the Emmitsburg Road and the Union forces near Cemetery Ridge.

Despite Union efforts, the Confederates smashed Sickles' Third Corps and moved all the way to Little Round Top, where they were finally stopped. Anderson's Division reached the top of the ridge at the Union center before they were also forced to retreat. *It was a hard fight*, noted Union Colonel Regis de Trobriand. *The Confederates appeared to have the devil in them* (*Atlas of the Civil War*, 120).

The Union line was saved twice that day by two regiments: the 20th Maine on the Union left at Little Round Top and the First Minnesota at the Union center on Cemetery Ridge. Both of these regiments displayed extraordinary bravery as they repelled Hood and Wilcox's Brigades of McLaws' Division, respectively.

Sixteen-year-old Private Theodore Gerrish of the 20th Maine wrote:

> *Imagine if you can, nine small companies of infantry…three hundred men…on the extreme flank of an army of 80,000, put there to hold the key of the entire position against a force at least ten times their number…. The conflict opens. The carnage begins…a terrible medley of cries, shouts, cheers, groans, prayers, curses, bursting shells, whizzing rifle bullets and clanging steel…. Our line is pressed back so far that our dead are within the lines of the enemy. Our ammunition is nearly all gone…. We must advance or retreat. The order is given, 'Fix bayonets!' and the steel shanks of the bayonets rattle upon the rifle barrels. "Charge bayonets! Charge"* (*Reluctant Witnesses*, 69).

Charles Muller of the 1st Minnesota recalled, *After the Battle was over that ground between Devil's den and Little Round Top was so covered whit dead and wounded that a man could walk from on place to the other and stab from one dead man on the other, and the place is now called the valley of the dead.*

At 7:00 p.m., Ewell's Corps attacked the Union's right flank at Culp's Hill and Cemetery Hill. Although the Confederates won control over part of Culp's Hill, they really didn't gain any significant advantage. (This attack was supposed to have happened at the same time as

Longstreet's attack.) Lee's army didn't break either Union flank.

Ironically, if they *had* gotten both flanks, they could have trapped and slaughtered the Union army. The Confederate army would have controlled both ends of the fishhook, as well as the Taneytown Road and Baltimore Pike. The South would have controlled the supply lines and route of retreat.

Uncharacteristically, Lee's army showed a lack of coordination as it hesitated at crucial moments. These errors allowed Meade to strengthen his position and dodge total destruction. At the end of the day, again, neither side was clearly winning.

Read about the experiences of people your age during the second day of battle:

Tillie was still at the Weikert farm on the evening of July 2. She remembered that *the number of wounded brought to [the farm] was indeed appalling. They were laid in different parts of the house. The orchard and space around the buildings were covered with the shattered and dying and the barn became more and more crowded. The scene had become terrible beyond description* (*Reluctant Witnesses*, 69).

The same evening, Confederate soldiers came into Liberty Augusta Hollinger's yard and asked for supper. They had no food to give. She remembered that *They then politely asked us girls to sing for them. [My sister] Julia...told them that we would not sing to please Confederates, but that possibly our boys in blue might hear us and be cheered. So we sang a number of our own Union songs with which we were familiar. Each time the Confederates would respond with one of their southern songs* (*Reluctant Witnesses*, 70).

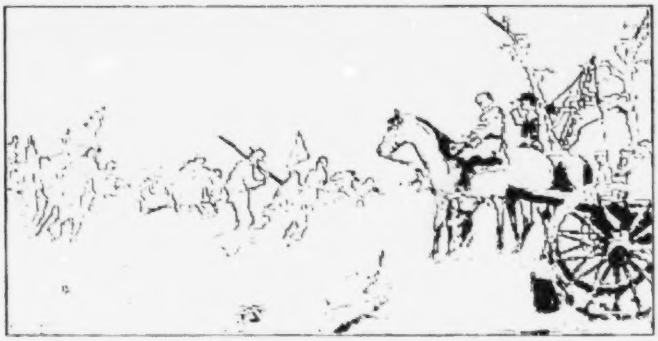
The Third Day - Friday, July 3, 1863

At 3:45 a.m., Union artillery fired on the Confederates at the lower end of Culp's Hill. Ewell attacked the Federals around 8:00 a.m. and continued to do so, unsuccessfully, for the next three hours. (He was supposed to attack at the same time that Longstreet renewed his attacks on the Federal left but Longstreet misunderstood his orders. So much for the coordinated attack plan!) Union forces finally counterattacked and drove the Confederates from Culp's Hill.

Lee thought that Meade had reinforced his damaged flanks, and that the Union center on Cemetery Ridge would be weak. He planned to have a huge artillery barrage on the Union center on Cemetery Ridge to weaken the Union batteries and troops. Then there would be a massive infantry assault. Other units would then move forward. At the same time, J.E.B. Stuart's cavalry would attack the Union from the rear. (The cavalry part of the plan never happened because Stuart was driven back by U.S. General David Gregg's cavalry.)

About 180 pieces of Confederate artillery fired on the Union for two straight hours. About 80 Union guns responded for one hour. When the firing stopped, between 12,000-15,000 infantrymen charged across an open field toward the Union center. However, most of the Confederate cannon shots had gone over the heads of the Union gunners, so the line was not weakened as Lee had planned. The attack became known as Pickett's Charge. It failed, and Confederate casualties were devastatingly high.

The armies were exhausted. After Pickett's Charge, there was no more fighting, but both armies stayed in Gettysburg. Stubborn, Lee did not want to admit defeat, and Meade (always cautious) did not want to pursue him right away.



"It's all my fault." Painting by Mort Kuntsler. General Robert E. Lee, C.S.A., after Pickett's Charge. Courtesy of Mort Kuntsler.

Gettysburg was a Union victory. It was also the largest and most costly battle ever fought in the Western Hemisphere. Lee was unable to force the Federal troops from their positions. On July 4, in heavy rain, the Army of Northern Virginia began its retreat to Virginia. A 17-mile wagon train of wounded soldiers followed behind.

The casualties (wounded, killed, missing, deserted, or captured) at the Battle of Gettysburg were staggering at 51,000. The Federals lost about one fourth of their army. The Confederates lost about one third of their army.

July 4, 1863 was the turning point of the Civil War. Gettysburg, combined with the Union victory at Vicksburg, Mississippi, was the point at which, after two years of victories, the Confederate Army of Northern Virginia's image of invincibility was shattered. The Union army began to believe that it could win the war.

Gettysburg is called the "High Water Mark of the Confederacy" because the crippled Army of Northern Virginia would never again launch an offensive assault in the north. Josiah Gorgas, Chief of Ordnance for the Confederacy predicted, *It seems incredible that human power could effect such a change in so brief a space. Yesterday we rode on the pinnacle of success – today absolute ruin seems to be our portion. The Confederacy totters to its destruction* (*Civil War Battlefield Guide*, 214).

✓SOME THINGS TO CONSIDER

1. Meade was criticized, especially by Lincoln, for not immediately and forcefully pursuing Lee's troops. Still, most of his officers agreed with his decision. Critics believed that if he had immediately pursued and crushed the Army of Northern Virginia while weak, demoralized, and cut off from supplies, the war might not have continued for another two years. Do you agree with Meade or his critics? What good reasons might Meade have had for not pursuing Lee?

Read about the experiences of people your age during the third day of the battle:

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Jennie McCreary wrote in a letter: *All felt that this day must decide who should conquer…. It was comparatively quiet until…the afternoon, and then the cannonading began…such cannonading no one ever heard. Nothing can be compared to it; one who has never heard it cannot form any idea how terrible it is* (*Reluctant Witnesses*, 71).

The battle was growing so intense that Tillie and the rest of the Weikert farm were forced to flee farther from the fighting. The Union soldiers, who had planted cannons on either side of the farmhouse, had warned them that the fighting would probably be heavy around the house. Tillie remembered that *when we reached the carriages, and were about to get in, a shell came screaming through the air directly overhead. I was so frightened that I gave a shriek and sprang into the barn [where the wounded were]. Even with their suffering, the poor fellows could not help laughing at my terror…. One of them near me said: "My child, if that had hit you, you would not have had time to jump"* (*Reluctant Witnesses*, 71).

When the battle died down, the family decided to return to the Weikert farm. Tillie remembered, *The whole country seemed filled with desolation. Upon reaching the place I fairly shrank back aghast at the awful sight presented. The approaches were crowded with wounded, dying and dead. The air was filled with moanings, and groanings. As we passed on toward the house, we were compelled to pick our steps in order that we might not tread on the prostrate bodies* (*Eyewitnesses*, 5-6).

The house was completely full with wounded soldiers. Not knowing what else to do, the civilians tore bandages from Mrs. Weiker's muslin and linen and gave them to the surgeons. There were amputating benches all over the house. Tillie recalled that *near the basement door… stood one of these benches. I saw them lifting the poor men upon it, then the surgeons sawing and cutting off arms and legs, then again probing and picking bullets from the flesh. […] I saw the surgeons hastily put a cattle horn over the mouths of the wounded ones. [This] was their mode of administrating chloroform, in order to produce unconsciousness. […] To the south of the house, and just outside of the yard, I noticed a pile of limbs higher than the fence. It was a ghastly sight! Gazing upon these, too often the trophies of the amputating bench, I could have no other feeling, than that the whole scene was one of cruel butchery* (*Eyewitnesses*, 5-6).

Read about the experiences of people your age after the battle:

The citizens awoke to a loud nose; the Union men were celebrating. Jennie McCreary wrote the following in a letter: *How happy every one felt! None but smiling faces were to be seen. It was indeed a joyful Fourth for us* (*Reluctant Witnesses*, 73).

Tillie was still on the Weikert farm when she heard the cheering: *On the summits, in the valleys, everywhere we heard the soldiers hurrahing for the victory that had been won. The troops on our right, at Culp's Hill, caught up the joyous sound as it came rolling on from the Round Tops on our left, and soon the whole line of Blue rejoiced…We were all glad that the storm had passed…. But oh! The horror and desolation that remained* (*Reluctant Witnesses*, 73).

Elisha Hunt Rhodes described the Union victory in his journal:

> *July 5th 1863-Glorious news! We have won the victory, thank God, and the Rebel Army is fleeing to Virginia. We have the news that Vicksburg has fallen. We have thousands of prisoners, and they seem to be stupefied by the news* (*Teaching With Historic Places*, 8).

✓SOME THINGS TO CONSIDER

2. The major Union victories of Gettysburg and Vicksburg, turning the tide of the war, occurred on July 4th. Do you think this is ironic, or appropriate? Why?

Gettysburg - The Aftermath

GRADE 11

The Battle of Gettysburg, National Park Civil War Series, Harry W. Pfanz, Additional text by Scott Hartwig, Maps by George Skoch, Eastern National Park and Monument Association, 1994.

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Photograph of Gettysburg 1 month after the battle.
Courtesy of the GNMP

Gettysburg - The Aftermath

GRADE 11

"I cannot delay to pick up the debris of the battlefield."
— General Meade in a wire to President Lincoln
(*Gettysburg National Military Park*, 34)

What remained in Gettysburg when the two armies marched away? There were several thousand dead horses, bloated by heavy rains after the battle and rotting in the summer heat. There were about 6,000 dead soldiers, many of whom had been buried by the armies in hastily dug graves just below the ground's surface. These graves washed open during the heavy rains immediately after the battle. And, there were over 20,000 wounded soldiers – ten times the 2,400 inhabitants of Gettysburg.

A captured Confederate soldier described the scene: *The dead are laid out in rows, with their naked faces turned up to the sun, their clothes stiff with dried blood, and their features retaining in death the agony and pain they died with; and presently, they are dragged forth and thrust into a shallow pit... What a blessing it is that the gentle and tender loved ones at home are spared the sight of the last moments of their torn and mangled soldiers* (*Pickett's Charge*, 43).

A Union soldier named Elisha Hunt Rhodes said: *It was impossible to march across the field without stepping upon dead or wounded men, while horses and broken Artillery lay on every side* (*Teaching With Historic Places*, 8).

Tillie Pierce climbed Little Round Top with some friends to inspect the battlefield below. This is what she saw: *By this time the Union dead had been principally carried off the field, and those that remained were Confederates. As we stood upon those mighty bowlders, and looked down into the chasms between, we beheld the dead lying there just as they had fallen during the struggle. From the summit of Little Round Top, surrounded by the wrecks of battle, we gazed upon the valley of death beneath* (*Eyewitnesses*, 6-7).

William Bardeen, a teenage drummer boy in the First Massachusetts Regiment, spent July 4 and 5 burying the dead. He wrote the following in his diary: *Went out on the battlefield. An awful sight, men, horses, all lying in heaps as far as the eye can reach* (*Reluctant Witnesses*, 73).

The debris of battle littered the wreckage of the country town. Today, many people think of the battle as a glorious and grand event. To the people of Gettysburg, however, it was a terrible catastrophe. "*It seemed as if a furious hurricane had passed over our town,*' one resident declared soon after the battle, '*sweeping with destructive violence everything before it*" (*Unfinished Work*, 14). Buildings were damaged; food stores were depleted; and homes, farms, livestock, orchards, and crops were wiped out. A young girl wrote, *Mother had such a fine garden full of vegetables, but on our return home when she went into it to get something for a meal, all that she found was about a quart of beans. She cooked them in salt water and they had to suffice for a family of eight until supplies arrived from Baltimore...The first thing I got was an orange, and I ate skin, seeds, and all, I was so hungry* (*Gettysburg National Military Park*, 26).

Stretcher-bearers were still gathering the wounded, who had been exposed to sun, rain, and mud for days after the battle had ended. They were crowded into public buildings and houses for miles around, and it was up to the community to help them. The wounded were even laid out in barns and on church pews! One girl remembered, *When the surgeons amputated, they would throw arms and legs out the windows into the yard to lay there in the sweltering sun of that hot July. Sometimes afterward they came with horses and carts, shoveled the amputated parts and hauled* *them away and buried them in long trenches. We could not open our windows for weeks because of the terrible stench. I have often thought that they only thing that saved the town from an epidemic was a heavy rain that came (I think) the third day. It rained so hard that the little streams and 'runs' about the town looked as if they were pure blood...* (*Gettysburg National Military Park*, 26). The last wounded soldier did not leave until November.

The small town received a steady flow of anxious relatives, curious citizens, opportunists, reporters, doctors, nurses, and female volunteers, which placed a further strain on the inhabitants of the town. The female volunteers comforted, fed, and wrote letters for the soldiers. Many people sent packages of food and supplies, addressing them as simply *Gettysburg* (Cobblestone, 33). Many people were afraid to walk through the fields because the dirt barely covered many of the shallow graves. A reporter from the Philadelphia *Public Ledger* reported that *many rebel wounded lie in the wood adjacent, and the air is polluted with a heavy sickening, disgusting stench. Thanks for the heavy rain we have had, carrying off much of the blood, otherwise I do not see how people could live here. As it is, it is the most disgusting atmosphere I ever breathed, or thought it possible human beings could live in* (*Unfinished Work*, 14).

Four months after the war, the reburial of 3,555 Union soldiers began on land that would become Gettysburg National Cemetery. Identifying the dead was difficult and was usually done by friends or obtained from letters and other personal belongings found on the soldiers. The following are a few examples of the possessions that were, literally, closest to the men when they died:

- ★ **Unknown,** 20th Regiment, Testament, and letter signed Anna Grove.
- ★ **M. Davis,** Company C, 20th Regiment, Thanksgiving book.
- ★ **Unknown Corporal**, ambrotype of female.
- ★ **Sergeant L.H. Lee,** two combs, diary, & bullet that killed him. (*Unfinished Work*, 16)
- ★ **New York officer**; furlough permit, allowing him to go home to get married; and letter from fiancée, expressing her joy about the future wedding (*Reluctant Witnesses*, 67).

There are 979 unidentified Union soldiers buried in the National Cemetery. It took a few years to complete the cemetery. It is composed of plain grave markers grouped by state in a semicircle around the Soldiers' Monument. Both enlisted men and officers are buried next to each other. Confederate dead were left in their makeshift graves on the battlefield until after the war when the remains of 3,320 Confederate soldiers were moved to cemeteries in the South.

✓SOME THINGS TO CONSIDER

Answer the question below on the same sheet that you used to answer the questions from "Gettysburg."

3. Imagine that there was a huge battle in your city or town, and both armies have just left. Write down the number of people in your city or town (this is the number your teacher gave you). Now multiply that number by ten. Write it down. That is the number of wounded soldiers left behind in your city or town, and you must take care of them! Where would you put all of those wounded people? Would the hospitals hold them all? How would you feed them? List some of the jobs that would need to be delegated in a situation such as this.

20th Regiment, Maine Volunteer Infantry

Little Round Top

www.state.me.us/sos/arc/general/admin/20flag.htm

www.militaryhistoryonline.com/gettysburg/day2/getty22.asp

www.oswego.edu/Acad_Dept/a_and_s/earth.sci/geo_geochem/geol/frank.html

www.oswego.edu/Acad_Dept/a_and_s/earth.sci/geo_geochem/geol/litrtop.html

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Gettysburg The Story Behind the Scenery by William C. Davis, Photography by David Muench, KC Publications, Inc., 1983.

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20th Regiment, Maine Volunteer Infantry

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Little Round Top

20th Maine Battle Flag, taken c.1881-2 Maine State Archives

☞Assume information in ***bold italics*** is from the address of Captain Howard L. Prince.

On October 3, 1889, the veterans of the 20th Main met at the dedication of the 20th Maine monuments at Gettysburg. Captain Howard L. Prince addressed the crowd of veterans and family members. Captain Prince was not present at the battle, so ***It is with surprise therefore at my own temerity, that I dare to speak of great deeds in the presence of the actors themselves... I can only hope to set forth in plain and simple phrase, the things done here a quarter century ago, to tell with such accuracy as I may, the story of those few hours, big with such great consequence to country and humanity, and ask your kindly charity on the effort, which, however feeble, will, I trust, be found faithful and just to comrades living and dead.***

At a quarter to four in the afternoon, Brigadier General Gouverneur K. Warren was surprised to discover that there were no troops on Little Round Top. (This was because Sickles had advanced his Third Corps from their assigned position that included coverage of Little Round Top.) He could not see the enemy, but he directed a nearby battery to send a shot over the thick woods a mile away, where he thought Confederate troops might be hiding. ***As the shot screamed through the tree tops the Confederate soldiers instinctively glanced up, their arms moving at the same time, and the sun sent a flash of light reflecting from their polished guns, that ran through the forest like a gleam of lightning, revealing the extent of the line that far outflanked the Union position, and would easily overlap this hill, which Warren recognized at once as the key to the position.***

Warren immediately sent out an alert, and Colonel Strong Vincent's 3rd Brigade soon arrived at Little Round Top. The 20th Maine was positioned on the extreme left flank of the Union line on Cemetery Ridge. Colonel Vincent's last order to Colonel Chamberlain was "to hold this ground at all hazards". Chamberlain knew how important his orders were. If the Confederate forces seized this high ground, their artillery would demolish the Union position. Their infantry would flank the entire Union line. To protect his left flank and rear, Chamberlain sent Captain Morrill's Company B into the valley between Little and Big Round Tops as skirmishers while the rest of the 20th Maine was subjected to heavy artillery fire. The regiment waited anxiously.

Let us glance for a moment at the adversaries who are about to measure strength amid these woods and gloomy rocks, and to fill this hollow with such carnage that it has been called the Valley of Death. The 20th is entirely enveloped in woods, and awaits its enemy in silence and ignorance of his force. These men, who are descending the slopes of (Big) Round Top and climbing the sides of the Death Valley, are no strangers to the Army of the Potomac. They have met us at Antietam and watched our lines dash in useless valor against the bloody hills of Fredericksburg. These very divisions swept amid the shadows of evening, down from the Douglass heights, in just such an attack against the left of Pope at Manassas, and drove it from the field. The memories of Chancellorsville are fresh in their minds. Is it any wonder that they are confident of victory? But now they must attack and we defend, and these hills and rocks will to-day repeat to them the lesson of Malvern Hill, and the flower of Longstreet's Corps, ere to-morrow's sun goes down, will be stretched in death before the lines of Hancock [reference to Pickett's Charge] ***and in these hollows at our feet.***
[...]

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The men of the 20th were fairly new to battle. They had been in several battles, but had not seen heavy casualties. Here, at Little Round Top, they would be attacked by some of Longstreet's finest men – and they were outnumbered three to one. Here, they fought as a well-oiled machine. But let's not forget the human side of the battle. Captain Prince fondly remembered the character quirks of these men.

Let us glance down the line from the right. "Pap" Clark is acting as field officer, and (Company) *E is commanded by Sidelinger, then comes Folger, always cheerful, with his sturdy men of the coast, then the irrepressible Jim Nichols, who always had trouble to make* (Company) *K wheel, but not the least in keeping himself and* (Company) *K up to the front in a fight, then the two companies at the bloody angle, under the beloved Keene and quiet Lewis, the farmer boys of* (Companies) *A and F, half of whom are soon to fall in death and wounds. Next Aroostock's hardy sons, giant in form and stout of heart, and behind them Joe Land, who won't stop cracking his jokes till the Johnnies strike his front. Here come the Oxford bears, with Billings, calm, modest, but true as steel, his moments of like already numbered, and* (Company) *D with jolly Fitch, and last old reliable* (Company) *H, over which Spear, never wanting in the hour of need, still keeps a fatherly eye, and how many other names these familiar letters recall to us, good boys and true, who did their duty here beneath these waving boughs, and have gone to their reward, or live to receive the plaudits of a grateful country, and to tell the deeds of their gallant dead […]*

Next, Prince described Colonel Joshua Lawrence Chamberlain, who met the challenge head on. *[…] up and down the line, with a last word of encouragement or caution, walks the quiet man, whose calm exterior concealed the fire of the warrior and the heart of steel, whose careful dispositions and ready resource, whose unswerving courage and audacious nerve in the last desperate crisis, are to crown himself and his faithful soldiers with victory and fadeless laurels.*

All the men knew that they were vastly outnumbered. The realization was shocking. *Already the regiments on our right are feeling the presence of the enemy, the musketry draws nearer, and eyes peering under the foliage see the gray lines coming down the opposite slope. They are coming on in a solid front, with no skirmishers, and it is seen almost instantly that their line extends far beyond our left flank and will soon envelope and overwhelm it.*

The Confederates moved through the steep woods and attacked Little Round Top only minutes after Colonel Strong Vincent's Brigade was in place, and the 20th Maine was fiercely engaged. During the attack, Chamberlain was warned that Colonel Wiliam C. Oates' 15th Alabama, 686 men strong, was between the two Round Tops and moving toward his left flank. They were more than twice the size of the 20th Maine! Chamberlain ordered a complicated maneuver referred to as a **refusal of the line**, which is an extension of the line to twice its original length, resulting in the positioning of the left wing of the regiment at a right angle to its front. The fact that the soldiers executed this order while under fire is proof of the regiment's fine training and discipline. How well would your class do as a regiment under the same pressure? The 15th Alabama attacked what had moments before been an unprotected flank, and the 20th Maine's fire momentarily stopped them.

The Confederates attacked again and again. Colonel Oates believed that his men penetrated the line five times, but each time, the 20th Maine's ever-thinning line forced them back. Sometimes, Union soldiers were surrounded by more of the enemy than of their own men. The There were sudden gaps, and then the gaps would be filled. It was a confusing and fast-moving mixture of men. Still, the 20th Maine managed to hang on to its position.

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Although Colonel Oates had the advantage of larger numbers, he had not been able to gain a single foot of permanent advance. Through the smoke, Chamberlain saw that the center of his line was gone and the colors stood alone. *Wreathed in battle smoke stood the Color Sergeant, Andrew Tozier. His color-staff planted in the ground at his side*, Chamberlain remembered, *the upper part clasped in his elbow, so holding the flag upright, with musket and cartridges seized from the fallen comrade at his side he was now defending his sacred trust in the manner of the songs of chivalry* (*Michael Nugent*, 1). Chamberlain was surprised that the Confederates did not take advantage of the weakness at the center of his line.

They fought for over an hour and a half. The battle rolled backward and forward like a surging wave. The 20th Maine was thinning, stretched out in places to a single rank. Nearly one third of their men were lost. ***The two companies at the colors, receiving a fire from three sides, are swept like trees by a whirlwind. [...] These lives of ours had not been cheaply sold, but a fearful price had been exacted for each drop of loyal blood.***

During this time, Colonel Oates had been experiencing mysterious fire from his rear; Chamberlain's men had no knowledge of this until later. It was coming from Captain Morrill's Company B, which had been trapped between the rest of the 20th Maine and the enemy. Morrill had found a hiding place and had not drawn attention to himself ...***but none who knew Co. B will doubt that the temptation of an occasional shot through the loop-holes of that stone wall was too strong to be resisted, and these shots did excellent service in awakening uneasiness in the Confederate ranks.***

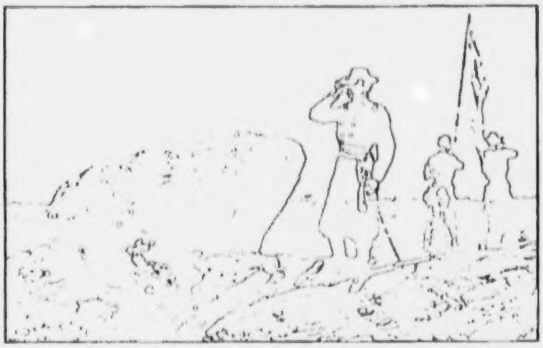
Gen. Grant has said that in every battle there comes a time when both sides being nearly exhausted, the combatant who can make a final effort, or hold his own a moment longer by sheer force of will, is to be the winner. That moment was rapidly approaching to these two wrestlers [...] Every advance seems more difficult to resist. How long can flesh and blood endure it? Many of the men were out of ammunition, so they used what they could find in the cartridge boxes of their fallen comrades.

The 20th Maine began to receive fire from the northern slope of Little Round Top. And, the 15th Alabama was coming forward in two solid lines. Chamberlain knew that with his regiment's scarce ammunition and heavy losses (half of his left flank had fallen, and a third of his regiment was dead or badly wounded), they could not resist another attack. However, there could be no retreat. ***Death is easy but defeat is worse, and there is but one last expedient, the cold steel, truly a forlorn hope when the force of the enemy is at least two to one. [...] ...the Colonel has decided to take the offensive with the whole regiment. The die is thrown, and the one word 'bayonets' rings from Chamberlain's lips like a bugle note, and down that worn and weary line the word and the action go, like a flash of lightning through the powder-smoke. To the anxious, frenzied heart of every man in that battle-torn array, it came as the chance of life to the drowning, and as his hand drew the shining weapon his foot was advanced to carry it toward the bosom of his foe. The lines were in motion before the words of command were completed, and Col. Chamberlain does not know whether he ever finished that order.***

There was a roar from the regiment as it surged forward. Terror and surprise struck the Confederates as they saw screaming men charging them with bayonets. Many in the first line threw down their arms and surrendered. The 20th Maine's left flank swung forward in a huge arc, as Chamberlain later described, *swinging like a great gate on it's hinges* (*Michael Nugent*, 1). The entire regiment charged down the hill, breaking the second line.

Captain Morrill and Company B, seemingly appearing out of nowhere, fired at the retreating men and joined in pursuing them down the slope. Being fired upon from two directions, Colonel Oates ordered a retreat. Due to the panic and confusion, an orderly retreat was impossible; Oates later admitted that *...we ran like a herd of wild cattle* (*Michael Nugent*, 1).

> *Thank God! The victory is ours! And glory to the God of Hosts from whom all blessings are. The Stars and Bars are flying in defeat, and the flag of Freedom and Union waves in triumph over this stricken hillside, where dying eyes look up through happy tears, as the shouts of victory float back through the rattle of pursuing musketry, and death is sweetened by the knowledge that life has not been lost in vain.*



Warren at the signal station on Little Round Top. From *Battles and Leaders III*

Chamberlain was wounded twice. His injuries were not serious. After the war, he received the following letter from a soldier of the former 15th Alabama:

> *Dear Sir: I want to tell you of a little passage in the battle of Round Top, Gettysburg concerning you and me, which I am now glad of. Twice in that fight I had your life in my hands. I got a safe place between two rocks, and drew bead fair and square on you. You were standing in the open behind the center of your line, full exposed. I knew your rank by your uniform and your actions, and I thought it a mighty good thing to put you out of the way. I rested my gun on the rock and took steady aim. I started to pull the trigger, but some queer notion stopped me. Then I got ashamed of my weakness and went through the same motions again. I had you, perfectly certain. But that same queer something shut right down on me. I couldn't pull the trigger, and gave it up - that is, your life. I am glad of it now, and hope you are* (*Michael Nugent*, 1).

When the 15th Alabama roll was called that night, less than half of the officers and 225 soldiers answered. Its heavy casualty rate was caused by the 20th Maine alone, despite the fact that the 20th Maine had only half the men of the 15th. In addition, two other Alabama regiments had also joined in the battle. Thirty-eight men died, ninety-one were wounded, and five were captured.

✓SOME THINGS TO CONSIDER

1. Why was Little Round Top a key strategic position? What would have happened if Gouverneur Warren hadn't recognized its importance?

2. What land features helped influence the outcome of battle in favor of the 20th Maine?

3. What advantage did the 15th Alabama hold?

Chamberlain Condensed

GRADE 11

Medal of Honor - www.curtislibrary.com/pejepscot/bcmf200.gif.

"Joshua L. Chamberlain, A Biographical Essay" by Michael F. Nugent,

MilitaryHistoryOnline.com, On a March Through the Past, www.militaryhistoryonline.com/gettysburg/articles/chamberlain1.asp.

Maine Department of the Secretary of State, Maine State Archives, Civil War, Joshua Lawrence Chamberlain, www.state.me.us/sos/arc/archives/military/civilwar/jlc.htm.

Joshua Lawrence Chamberlain

GRADE 11

Today, Joshua Lawrence Chamberlain would be considered "brainy". He was a theologian, a Professor of Rhetoric and Oratory, and was fluent in ten languages. In 1862, He answered Lincoln's call for more volunteers to fight in the war. On August 8, he became Lieutenant Colonel of the 20th Maine. He knew nothing about being a soldier but was determined to learn. In a letter to his wife, he said *I study, I tell you every military work I can find. And it is no small labor … I am bound to understand everything* (*Michael Nugent*, 1).

The 20th Maine fought at the disastrous Battle of Fredericksburg in December 1862. During the poorly planned, led, and executed attack, wave after wave of Union troops were sent against impregnable Confederate positions only to be *handed in piecemeal, on toasting forks*, as Chamberlain later described (*Nugent*, 1). He remembered that *the artillery fire made havoc. Crushed bodies, severed limbs, were everywhere around.... On we pushed, up slopes slippery with blood* ... (*Nugent*, 1). The Union lost, and the 20th Maine stayed on Marye's Heights that night and the next day before withdrawing. That night, they took cover behind a gruesome fortification: dead bodies. This was the only cover they could find.

Chamberlain's Medal of Honor. Courtesy George J. Mitchell Department of Special Collections & Archives, Bowdoin College Library. Photography Dennis Griggs.

After Chancellorsville, Chamberlain was promoted to full colonel and took command of the 20th Maine. The regiment carried the day on July 2, 1863 on Little Round Top. Today it is considered one of the most impressive small unit actions in United States military history. However, it took thirty years for Chamberlain to receive a small package in the mail containing the Medal of Honor for his leadership and heroism.

In August 1863, Chamberlain was given command of a brigade in the Fifth Corps. Chamberlain was greatly respected by his men due to his leadership, bravery, empathy, and willingness to share the same harsh conditions and risks as they. He himself was hospitalized for malaria and pneumonia. On June 5, 1864, he took command of a brigade of six Pennsylvania regiments. On June 18, in Petersburg, Virginia, his brigade led a frontal assault against a fortified and entrenched Confederate position. Chamberlain believed the order to be unwise and thought that his brigade would be wiped out. He decided to lead the attack on foot, personally.

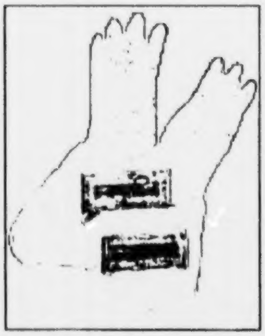
The Union troops suffered horrific casualties. When the color bearer next to Chamberlain was shot dead, he seized the colors. He was immediately shot in the right hip, and the bullet crashed through his joint, severed arteries, hit his bladder, fractured his pelvic bone, and lodged in his left hip. Fearing that his men might waver if they saw him fall, Chamberlain remained standing as his troops passed around him. Weakened by blood loss, he finally fell to the ground. He remained there for over an hour before being removed to a field hospital three miles to the rear.

A wounded corporal, James A. Stettler, was moved off the operating table when Chamberlain was brought in. Stettler recalled that Chamberlain scolded the surgeon saying, *Lay me to one side; I am all right. Go and take care of my dear boys* (*Nugent*, 1). The doctors declared Chamberlain's wound mortal. Chamberlain's brother, Tom, would not accept this. He found the 20th Maine's Regimental Surgeon. He, along with another surgeon, worked all night to save Chamberlain's life. This surgery was so miraculous, it was specifically reported in the official medical and surgical history of the war.

Believing he was dying, Chamberlain wrote the following farewell letter to his wife, Fanny:

> *My darling wife, I am lying mortally wounded the doctors think, but my mind & heart are at peace. Jesus Christ is my all-sufficient savior. I go to him. God bless & keep & comfort you, precious one, you have been a precious wife to me. To know & love you makes life & death beautiful. Cherish the darlings & give my love to all the dear ones. Do not grieve too much for me. We shall all soon meet. Live for the children. Give my dearest love to Father & mother & Sallie & John. Oh how happy to feel yourself forgiven. God bless you evermore precious precious one. Ever yours – Lawrence* (*Nugent*, 1).

When General Ulysses S. Grant found that Chamberlain was "mortally" wounded, he promoted him to Brigadier General on the spot. He was the only person to receive a battlefield promotion to General in the Civil War. Amazingly, Chamberlain survived his wounds and returned to duty the following November. However, the wound haunted him for the rest of his life.



Chamberlain's gloves From the collection of Don Troiani www.historicalart-prints.com

On March 29, 1865, Chamberlain led his brigade against Confederate defenses at Quaker Road. While leading the assault, a bullet tore through his horse's neck before ripping along his left arm and striking his chest. Chamberlain was saved by field orders and a brass-backed mirror in his pocket. Chamberlain rallied his troops. He was covered with his horse's blood, and that of his own, and he looked like a dying man on a final mission. Again, New York papers printed his obituary. Inspired by his courage, his brigade captured the Confederate breastworks and drove the enemy from its position. This time, he was promoted to Major General.

On the evening of April 9, 1965, Chamberlain was informed of a great honor. Of all the officers in the Union Army, he had been selected by General Grant to receive the formal surrender of Confederate arms and colors at Appomattox Court House. At Chamberlain's request, his old 3rd Brigade, which included the 20th Maine, was also put under his command for the ceremony. Chamberlain felt that the surrender should be an opportunity to welcome the defeated Confederates back into the Union. He gave orders that they should not be humiliated. Chamberlain decided that they would salute the Confederates – a controversial decision.

On April 12, as Confederate soldiers commanded by Major General John B. Gordon drew near, the entire Union formation gave the soldier's marching salute. General Gordon realized the significance of the gesture. He turned his horse towards Chamberlain and dropped his sword point to the toe of his boot in acknowledgment. He then ordered his own troops to salute, and the two great armies met one last time, honoring each other. Afterwards, Union troops shared their rations with the Confederates.

Chamberlain participated in twenty-four battles and numerous reconnaissance and skirmishes during the war. He was wounded six times and had six horses shot from beneath him. In January 1866, he ended his military career, which had lasted less than four years. In that short amount of time, he had proven himself to be one of the nation's most formidable soldiers.

Chamberlain After the War

GRADE 11

★ Chamberlain returned to his professorship at Bowdoin College, and he also lectured in Maine on the Civil War. In 1871, he became president of Bowdoin College.

★ In September 1866, the largest majority in Maine history elected Chamberlain Governor; he was re-elected three more times. Among his many accomplishments, he was influential in obtaining bonuses and pensions for veterans and the widows and orphans of deceased veterans.

★ The Chamberlain family entertained notables such as Henry Wadsworth Longfellow, Harriet Beecher Stowe, Helen Keller, and Generals George McClellan, Philip Sheridan, William T. Sherman and U.S. Grant at their home.

★ In 1878, President Rutherford Hayes appointed him U.S. Commissioner of Education for the Universal Exposition in Paris. He reported to Congress on European educational systems and received the Medal of Honor from France for Distinguished Efforts in International Education.

★ In 1876, he was appointed Major General of the State Militia. In 1880, he prevented a civil war in Maine over a contested election. He was, in effect, the state's Military Governor for twelve days. When the conflict was at its climax, he received threats of violence and assassination. He was confronted in the statehouse by a group of thirty angry men. Displaying the bravery that he exhibited during the war, Chamberlain defiantly stared down the mob until one by one, they left.

★ Chamberlain's constant suffering from war injuries required an operation in 1883 and a change of climate, forcing him to resign as president of Bowdoin College after twelve years of service.

★ He lectured at Bowdoin for two more years, teaching political science and constitutional and international law. He resigned in 1885 after health problems associated with his old war injuries.

★ He dabbled in real estate and railroad development, lent his name to a number of businesses, and served as president of several companies, including a Maine firearms manufacturer, a New Jersey railroad construction company, and the Kinetic Power Company.

★ He increased his writing and lecturing. He hosted an artist's colony where students could take an eight-week course. He was highly in demand as a speaker and was active in veteran's affairs.

★ In 1900, President McKinley appointed Chamberlain the Surveyor of Customs of the Port of Portland. He was re-appointed by Presidents Roosevelt and Taft. Unfortunately, he suffered a serious inflammation of his wound and left for the Mediterranean and Egypt to recuperate.

★ Fanny's health had been in decline as well. By 1900, she was blind. Chamberlain would read books to her and love letters that he still wrote as in years past. Fanny died on October 18, 1905. She was buried at the First Parish Church, where she met and married Chamberlain.

GRADE 11

- ★ After her death, Chamberlain wrote "The Passing of the Armies". He also wrote for magazines.
- ★ In 1913, he was appointed Maine's representative to the Gettysburg Fiftieth Anniversary committee. Although he helped plan it, poor health kept him from attending.
- ★ In February 1914, Chamberlain had a serious relapse of inflammation and infection of his old wound, and he died on the morning of February 24, at the age of eighty-five. At his side was his physician and old friend, Dr. Abner Shaw, who had saved him at Petersburg.
- ★ On February 27, over two thousand mourners attended his memorial service. He was laid to rest next to Fanny, underneath a simple marker of red Maine granite.

Pack a Civil War Lunch

GRADE 11

From Gettysburg National Military Park, Pickett's Charge Program

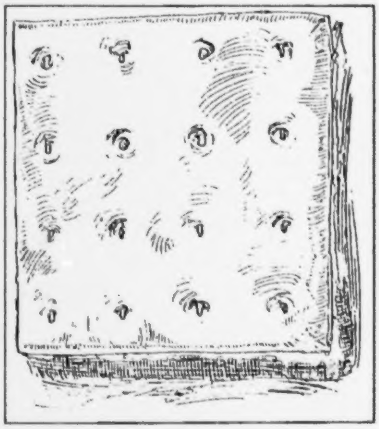
To make your fieldtrip experience even more authentic, pack a lunch with some of the foods that soldiers ate during the Civil War. Invite a friend in the class over so you two can have fun shopping and cooking together! Below, you will find a list of foods and recipes to choose from.

Make sure to get permission from your parents before you get started. If you are lucky, they might even help you!

Union: Salt pork, fresh or salted beef, salted bacon, salt, pepper, molasses, rice, hominy, soft bread, cornmeal, dried fruit or vegetables, dried peas or beans, hardtack, tea, coffee, and condensed milk.

Confederate: Salted beef, salted bacon, molasses, cornmeal, fresh vegetables, dried peas, and tea.

Hardtack – Union



About 2 cups flour (unbleached wheat flour is more authentic)
Between ½ to ¾ cup water
2 teaspoons salt

Preheated oven
Mixing bowl
Rolling pin (or smooth plastic cup)
Fork or point of a knife to make holes in crackers
Cookie sheet
Cooling rack

Pre-heat the oven to 350 degrees. Mix the flour and salt together in a bowl. Add water, little by little, mixing by hand until the dough starts to stick to itself. It shouldn't stick to the bowl. Roll the dough into a rectangle about ½ inch thick. Cut into 3-inch squares. Make four rows of four holes in each cracker – do this on both sides. Cook for 25 minutes on an ungreased cookie sheet. Flip the crackers, and bake for another 25 minutes. Place the lightly brown crackers on a cooling rack.

**If the shape of your hardtack, after being bludgeoned with a hammer, remains unaltered, you are well on your way to authenticity! Add worms for the true Civil War experience. (Just kidding!)

GRADE 11

Pudding - Union

If we wanted something extra, we pounded our crackers [hardtack] *into fine pieces, mixed it up with sugar, raisons and water, and boiled it in our tin cups. This we called pudding. –*

— Recipe from Alfred Bellard, in Gone for A Soldier *(page 122).*

Slapjacks - Union

Whenever flour was issued out as rations we made what was called slapjacks, that is flour and water made into a batter with a little salt and fried in our frying pans. ... We had flour dealt out to us at Harrison's Landing but had no canteen to fry it in, so it was of no use until I found an old broken shovel. This was cleaned and cooked the slapjacks for the company.

— Recipe from Alfred Bellard, in Gone for A Soldier *(page 120-121).*

Skillygallee – Union

Soak hardtack in water until soft, and then crumble. Fry in bacon fat. (Get your parents help for this one.)

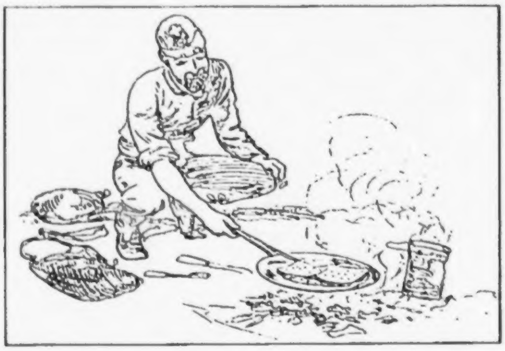


Illustration from *Hardtack and Coffee*

Hard Tack, Come Again No More

Anonymous

GRADE 11

Let us close our game of poker, take our tin cups in our hand
As we all stand by the cook's tent door
As dried monies of hard crackers are handed to each man.
O, hard tack, come again no more!

CHORUS: 'Tis the song, the sigh of the hungry:
"Hard tack, hard tack, come again no more."
Many days you have lingered upon our stomachs sore.
O, hard tack, come again no more!

'Tis a hungry, thirsty soldier who wears his life away
In torn clothes—his better days are o'er.
And he's sighing now for whiskey in a voice as dry as hay,
"O, hard tack, come again no more!"— **CHORUS**

'Tis the wail that is heard in camp both night and day,
'Tis the murmur that's mingled with each snore.
'Tis the sighing of the soul for spring chickens far away,
"O, hard tack, come again no more!"— **CHORUS**

But to all these cries and murmurs, there comes a sudden hush
As frail forms are fainting by the door,
For they feed us now on horse feed that the cooks call mush!
O, hard tack, come again once more!

FINAL CHORUS: 'Tis the dying wail of the starving:
"O, hard tack, hard tack, come again once more!"
You were old and very wormy, but we pass your failings o'er.
O, hard tack, come again once more!

Lyrics courtesy of Kathie Watson, Poetry and Music of the War Between the States,
http://users.erols.com/kfraser/union/songs/union-bonnie.html.
Please visit this site for more lyrics, information, and MIDI files.

GRADE 11

Johnnie Cake – Confederate

Get your parents to help you on this one.

3 cups cornmeal
2 eggs
1 ½ cups boiling water
Enough hot oil to fry Johnnie Cakes

Mixing bowl and spoon
Skillet
Cooling rack

Mix the cornmeal and eggs in a bowl. Slowly, little by little, add very hot water until you have a batter. You may need more or less water – use your judgment. Get your parents for this part: heat oil into skillet until hot enough for frying. Carefully place the batter by spoonfuls into the oil and fry until golden brown. Remove from skillet and cool on rack.

Cornbread was widely eaten in the South. If you like, buy a cornbread mix and follow the directions! It isn't exactly like what was eaten back then, but it will do for those of you who are less brave!

Coosh or Cush — Confederate

(Recipe for those of you who have a hard time FINDING the kitchen) - Confederate

Fry bits of cooked beef with bacon grease and cornmeal.

Dedication of the Soldier's National Cemetery at Gettysburg

Gettysburg National Cemetery Walking Tour Brochure, Gettysburg National Military Park. A Field Trip Guide For Educators, The Battle of Gettysburg, research and text development by Jim Roubal, Parks as Classrooms, Gettysburg National Military Park.

Teachers' Guide for Unfinished Work: The Creation and Dedication of the Soldiers' National Cemetery, Gettysburg National Military Park Student Program, U.S. Department of the Interior, National Park Service.

Gettysburg National Military Park, Lesson 5, The Gettysburg Address.

Reluctant Witnesses Children's Voices from the Civil War, Emmy E. Werner, Westview Press, A Member of the Perseus Books Group, Boulder, Colorado, 1998.

The Civil War Chronicle. The Only Day-by-Day Portrait of America's Tragic Conflict As Told by Soldiers, Journalists, Politicians, Farmers, Nurses, Slaves, and Other Eyewitnesses, edited by J. Matthew Gallman, Crown Publishers, New York, 2000, Agincourt Press.

GRADE 11

Dedication of the Soldier's National Cemetery at Gettysburg

Gettysburg National Military Park

The Soldier's National Cemetery was established as a place to bury the Union dead after the Battle of Gettysburg. It was dedicated on November 19, 1863. About 15,000 dignitaries, soldiers, and civilians were present at the dedication. Lincoln rode to the ceremony on a small horse – which made him look rather odd. Annie Skelly, who was seven, was lifted up on a man's shoulders so she could see Lincoln. She later remembered: *The street was crowded with people leaving only enough room for him to pass on his horse. He would turn from side to side when he passed with a solemn face. He looked rather odd on such a small horse* (*Reluctant Witnesses*, 75). Liberty Ann Hollinger, who was sixteen, remembered the *inexpressible sadness on his [Lincoln's] face* (*Reluctant Witnesses*, 75).

The chaplain of the House of Representatives gave a lengthy invocation to open the ceremony. John Hay, one of Lincoln's secretaries, called the invocation *a prayer which thought it was an oration* (*Unfinished Work*, 23).

Next, Edward Everett gave a two-hour speech. Everett was the most famous orator of the Civil War era. In his lifetime, he was Governor of Massachusetts, president of Harvard, and U.S. Secretary of State (*Cobblestone* 37). After Everett was finished, the crowd sang a hymn.

President Lincoln had been asked to say a few words. He had written a brief speech. He wasn't feeling well, and his son Tad was ill. Mary Lincoln had begged him not to go. As he rose to the podium, everyone in the crowd, respectfully, removed his hat. Lincoln stood close to the fresh, unfinished graves and spoke his three-minute address. His address was so short that the photographers didn't even get a good photograph of the event.

Gettysburg Address

> *Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.*
>
> *Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.*
>
> *But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these*

> *honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.*
>
> A. Lincoln

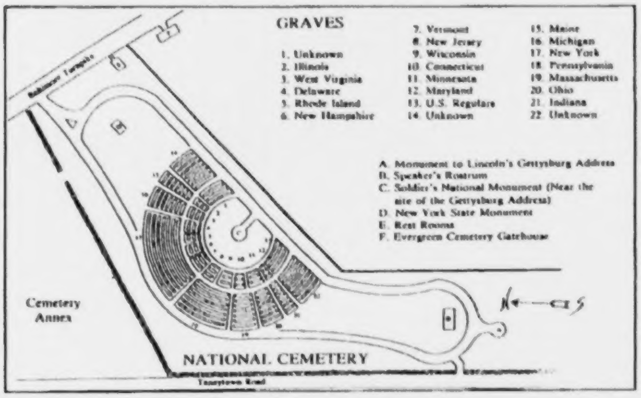
After his speech, the crowd fell silent. A stenographer asked Lincoln, "Is that all" (*Cobblestone*, 38). Lincoln was embarrassed, and thought that his speech was a disappointment to the crowd. Some newspapers even called it "silly" and "dull" (*Cobblestone*, 38). However, the speech did gain the respect of intelligent and thoughtful people. It also touched the hearts of soldiers who had fought there.

An Ohio journalist reported that a wounded captain, who had lost an arm in the battle, was especially touched:

> *As the President, speaking of our Gettysburg soldiers, uttered that beautifully touching sentence, so sublime and so pregnant of meaning - "The world will little note nor long remember what we say here, but it can never forget what they did here"- the gallant soldier's feelings burst over all restraint, and burying his face in his handkerchief, he sobbed aloud while his manly frame shook with no unmanly emotion. In a few moments, with a stern struggle to master his emotions, he lifted his still streaming eyes to Heaven and in low solemn tones exclaimed, "God Almighty, bless Abraham Lincoln!" And to this spontaneous invocation a thousand hearts around him silently responded "Amen"* (*Civil War Chronicle*, 374).

After the dedication, Edward Everett himself wrote Lincoln a letter saying that he wished he had come *as near to the central idea of the occasion, in two hours, as you did in two minutes* (*Unfinished Work*, 38). Lincoln was grateful for this compliment, writing back to say he was glad that *the little I did say was not entirely a failure* (*Cobblestone*, 38).

Far from a failure, Lincoln's famous speech is still powerful and meaningful today. It is also one of the most haunting reminders of the costs of war. Lincoln transformed the battle from a scene of bloodshed and death to a symbol of freedom, giving inspiration to the living.


GRAVES
1. Unknown
2. Illinois
3. West Virginia
4. Delaware
5. Rhode Island
6. New Hampshire
7. Vermont
8. New Jersey
9. Wisconsin
10. Connecticut
11. Minnesota
12. Maryland
13. U.S. Regulars
14. Unknown
15. Maine
16. Michigan
17. New York
18. Pennsylvania
19. Massachusetts
20. Ohio
21. Indiana
22. Unknown
A. Monument to Lincoln's Gettysburg Address
B. Speaker's Rostrum
C. Soldier's National Monument (Near the site of the Gettysburg Address)
D. New York State Monument
E. Rest Rooms
F. Evergreen Cemetery Gatehouse
Baltimore Turnpike
Cemetery Annex
NATIONAL CEMETERY
Taneytown Road
N
S

Map of the National Cemetery at Gettysburg, teachers packet "Unfinished Work" Courtesy of the GNMP

Answer the following questions on a separate sheet of paper.

GRADE 11

1. Historian Gary Wills wrote that Lincoln *transformed the ugly reality into something rich...* (*Gettysburg National Military Park*, 35). Why do you think Lincoln's two-minute, ten-sentence, 267-word speech is such a success?

2. What is your favorite line or phrase? What makes it stand out for you?

3. Read the first sentence of Lincoln's speech. What other American document contains part of this sentence? When Lincoln refers to *all men*, whom is he including that the original document did not include? What new cause did Lincoln champion in his speech (*Unfinished Work*, 24)?

4. Read the second sentence. Democracies were, and are, fairly rare in the world. In fact, the United States was a huge "experiment" and nations worldwide were waiting to see if it would succeed or fail. What do you think America would be like today if the Confederacy had won the Civil War and the experiment had failed?

5. Read the fourth sentence. Who was the speech dedicated to?

6. Read the sixth and seventh sentences. Do you think that freedom is a cause worth dying for? Is there a person or nation threatening freedom in American or elsewhere in the world? Give an example. Are Americans still willing to pay the price for freedom here and around the world? Why or why not? Would you be willing to give your life to preserve the ideals embodied in the Declaration of Independence and the Gettysburg Address? Why or why not?

7. Read the eighth sentence. What is ironic about it?

8. Read the ninth and tenth sentences. When Lincoln called for increased devotion to the *unfinished work* and *great task remaining before us*, what was he referring to, and what was he asking the American people to do? Does this request still apply, in part, to you today? How?

9. According to Lincoln, what would happen if the Union did not win the war?

10. How did the Civil War bring about a *new birth of freedom*?

Chamberlain's Address on Big Round Top

Dedication of the 20th Maine Monuments at Gettysburg

GRADE 11

"In great deeds something abides. On great fields something stays. Forms change and pass; bodies disappear; but spirits linger, to consecrate ground for the vision-place of souls. And reverent men and women from afar, and generations that know us not and that we know not of, heart-drawn to see where and by whom great things were suffered and done for them, shall come to this deathless field, to ponder and dream; and lo! the shadow of a mighty presence shall wrap them in its bosom, and the power of the vision pass into their souls."

— Joshua Lawrence Chamberlain
October 3, 1889

GRADE 11

GETTYSBURG NATIONAL MILITARY PARK
A MUSEUM ACTIVITY FOR HIGH SCHOOL STUDENTS

The Civil War has just begun and this class must work as a team to prepare for battle. Some of you will serve as **infantry**, some as the **artillery**, and some as **doctors**. Divide into small teams of four or five. Each team is to answer the questions pertaining to their category. **NOTE:** If time permits each student should do every question but you may begin in different areas

INFANTRY QUESTIONS

To be equipped as a soldier you must follow the right hallway to the back of the museum and go down the stairwell. Once downstairs, take a right into the room which contains exhibits on soldiers' camp life.

1. Every soldier must obtain this to carry his rations such as hardtack, salted meat and dried vegetables. What is it?

   ____.

   How was it made water resistant?

   ____.

2. The canteen is needed to carry water. However, if one of the tin walls is irreparably damaged in battle, half of the canteen can be altered to serve as a skillet. Why not bring a real skillet from home?

   ____.

3. Notice the wool pants, and fatigue jackets (sack coats) that the **common** soldier wore.

   a. Why isn't there an insignia that designates rank on the coat shoulder?

   ____.

   b. Why wouldn't these items be made of rayon, polyester, nylon or have thinsulate insulation?

   ____.

   c. Why do the pants have a button fly? Why not a zipper?

   ____.

   d. Who will repair a tear in these clothes? With what?

   ____.

4. If plastics and synthetics were undiscovered, what might a common soldier's toothbrush be made of? ____________________ What was used to clean the teeth? ____________________.

5. If a soldier lost, was not issued, or threw away his knapsack what could he use to secure his blanket, personal effects and half tent in?
____.

6. Often a soldier was issued a "lean-two" which is half of a canvas tent. How could he make a full triangular tent?
____.

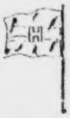
7. Besides its use to intimidate the enemy on a field of battle, list three uses of a bayonet around the camp?
____________ ____________ ____________.

8. You're required to carry this leather box its contents are invaluable. In fact, the doctor who gave you a physical looked to see that you have at least four good teeth so that you could tear its contents. What is this vital box and what are its contents? ____________ ____________.

9. The kepi and forage caps were the two most popular government issue hats at the war's outset. However there were problems with both (particularly on long marches through open country) that forced many common soldiers to trade them for broadbrimmed hats or "slouch hats." What was the common problem that caused this trading? ________________________________.

List two additional styles of hats? ____________ and ____________.

10. There were no two way radios during the Civil War, so how might the officers communicate to their troops to begin a particular maneuver?
____.



DOCTOR'S QUESTIONS
(Same room as soldier items)

1. 94% of all wounds were caused by the bullet which was made of lead. Is lead a hard or soft metal? How does its hardness or softness effect the wound?
____.

2. Most of the operations here at Gettysburg and other Civil War battlefields involved what procedure?
____.

3. What was used for the common bandage? ________________________.

GRADE 11

4. What was a simple device used to carry a wounded soldier from the field?
______________________________.

What devise could carry 4 to 8 soldiers over long distances, if necessary?
______________________________.

5. Name the medicine used to treat malaria, dysentery and stomach disorders?
______________________________.

6. This substance was used for the first time by Americans during the War with Mexico in 1847. On the eve of the Civil War many doctors condemned it as unsafe. However, its use became essential during the many amputations that occurred during the CW. What was this substance that made operations more bearable for the soldier? ______________________________.

7. Today a doctor's instruments are sterilized to kill______________________.

Since doctors were unaware of these microbes, what problems often developed in wounds? ______________

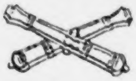
8. Why did surgeons prefer to perform operations out in the open?
______________________________.

Why not inside a small enclosed room?
______________________________.

9. What percentage of soldiers died of sickness and disease during the Civil War?
______________________________.

What makes this high of a percentage unlikely today? ______________.

ARTILLERY QUESTIONS



(Artillery exhibits located in the large downstairs room) Watch the video first.

1. How many soldiers should ideally operate a cannon in battle? ______________

2. Under ideal conditions, how many shots can a Napoleon Cannon Crew fire in a minute? ______________

3. If a 12 lb. solid shot, fired from a cannon, strikes one man in the side, and he is shoulder to shoulder with a line of 12 men, what might be the effect of the solid, nonexplosive shot? ______________

What was the effect on the rafters of the Forney house? (located in upper hallway)
______________________________.

GRADE 11

4. The Napoleon Cannon was the most common gun. How far could it fire?
____________________.

5. One cannon, made in England, could fire a shot five miles accurately. The Confederates had two on Oak Hill that they used during Pickett's Charge. What was the **name of the gun** and what was the **secret of its lengthy and accurate shot?** The answer is located inside the barrel.
________________ ____________________________________.

6. Cannister is used to stop masses of troops that are marching or charging abreast within 250 yards. Why?
____.

Describe the components of cannister.
____.

7. What role was the artillery relegated to as a result of the accuracy and abundance of infantry rifles?
____
____.

8. Now that you understand the different aspects of the artillerist role, should cannon lead infantry in formation? ________________

Across a field?________________ In a charge? ________________

Why or why not? ____.

CONCLUSION

The three teams, (Infantry, Doctors, and Artillery) should meet upon completion of these questions, to discuss and learn of the other roles.

Name: ____________________

GRADE 11

Experiencing the Battlefield

As you sit on the hillside of Little Round Top where the soldiers of the 20th Maine fought, complete one of the following activities. **When you are finished, answer question 3.**

1. Write a description of the battlefield around you and how it makes you feel. Be sure to include vivid information from multiple senses. (You can do this from your current perspective, or you can imagine that you are a soldier from the 20th Maine, waiting for the battle to begin.)

2. Draw a picture of the battlefield before you. Make sure to get colored pencils from your teacher.

3. How does visiting the actual battlefield change your understanding of the battle? Would you have the same understanding if this site were developed, with a parking lot and strip mall?

Name: ____________________

Simple Grandeur

GRADE 11

Answer the following questions:

1. After visiting the Soldiers' National Cemetery, do you feel that the design is successful in demonstrating democratic principles and *'simple grandeur?'* How? (*Unfinished Work*, 18).

2. How do the symbolism of the Gettysburg address and the cemetery design complement each other? (*Unfinished Work*, 42).

3. How does the design of this cemetery differ from many cemeteries, even today?

4. If you had the task of designing this cemetery, would you do anything differently? Why or why not? If you would do things differently, what would you do? Why?

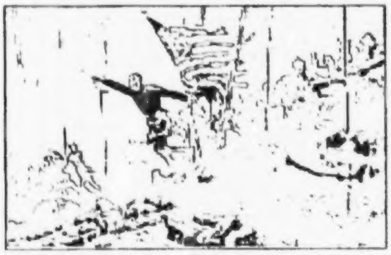
5. How is this cemetery remarkable, considering the size and importance of the task at hand?

Teachers' Guide for Unfinished Work: The Creation and Dedication of the Soldiers' National Cemetery, Gettysburg National Military Park Student Program, U.S. Department of the Interior, National Park Service.

Preservation at Gettysburg

GRADE 11

Without any doubt, Gettysburg is the country's most popular Civil War battlefield. Referred to as the "High Water Mark" of the Confederacy and the turning point of the war, about 1.7 million people come to visit each year.



"Chamberlain's Charge" painting by Mort Kunstler Courtesy of Mort Kunstler

Wouldn't you think that a famous place like this would be completely safe from being destroyed? Wrong. Currently, only 6,000 acres of this 11,581-acre site are protected, including 183 acres preserved by Civil War Preservation Trust.

What about the rest of the acres? They are in danger because of homes, roads, shopping centers, and fast food chains. The main threat to the Gettysburg battlefield is the web of roads that once drew the armies to this small Pennsylvania town. These roads continue to be a magnet for urban sprawl.

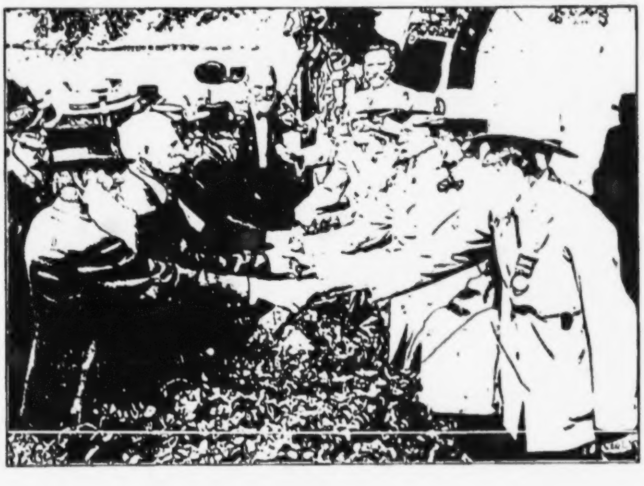
✓SOME THINGS TO CONSIDER

Answer these questions on a separate sheet of paper.

Imagine that you are Joshua Lawrence Chamberlain, or another soldier from the 20th Maine. You have entered a time machine and jumped ahead to Gettysburg today. How would you feel to walk through modern Gettysburg and see tons of cars, roads, and congestion?

Jump to the future. How would you feel if he could see fast food chains and parking lots on and around Little Round Top?

Would you feel surprised? Would you be pleased or disappointed? How would you feel about the people who paved over the place where so many of your friends died?



50th Anniversary of the Battle of Gettysburg Commission, Philadelphia Brigade and Pickett's Division PA State Archives

Optional Activities for Preservation at Gettysburg

(Can also be used in the preservation section of the curriculum)

★ Enter the CWPT Poster and Essay Contest. Details are on www.civilwar.org or in *Hallowed Ground* magazine.

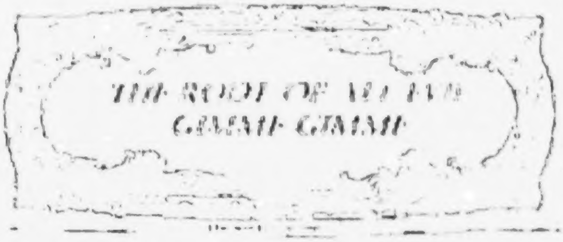
★ Rewrite a portion of the movie *Gettysburg*. Have students talk about troop movements using fictitious development landmarks. ("General Bigwig, you will advance your men to the Beef Patty Monarch. Once you reach the parking lot, you will execute a right wheel.")

★ Write the names of fictitious developers, Park Service personnel, and tourists, as well as actual soldiers and officers from Gettysburg, on individual slips of paper. Have each student draw a name from a hat. Have a debate on how to honor the men who fought at Gettysburg, how to allow visitors the opportunity to visit this place, and what to do about the urban sprawl and other problems that follow tourists. Ask the students to debate from their character's point of view.

★ Film a fictitious newscast interviewing a developer, tourist, and a Civil War soldier.

★ Write a protest song or poem. Or, create political cartoons about the problem. To inspire the students, you can bring in collections of political cartoons from the newspaper, play 60s protest songs, or show clips of Mark Russell (He's a political stand-up comedian who sings and accompanies himself on the piano. He appears on Public Television.)

★ Have students film a mock funeral and bury some fake money. Have the students sign a pledge not to trade their values for money. (Sometimes, silly ideas work very well. Use your creativity! We know it's in there just screaming to get out!)


THE ROOT OF ALL EVIL
GIMME GIMME

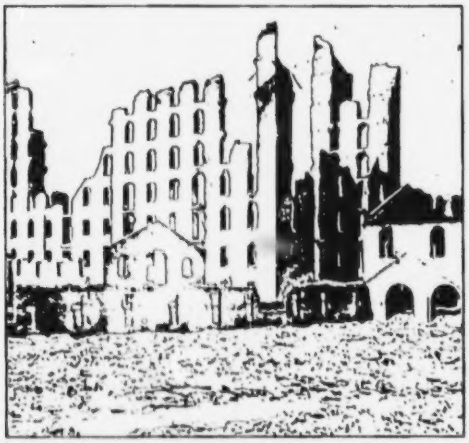
★ Have students select a piece of music and change the words to talk about preservation, values, or anything they've learned by visiting the battlefield. They can use a popular song from the radio, a familiar classical piece or nursery rhyme, an "oldie", whatever the students are into!

> ♫ *Pickett's back and he doesn't want a motel here, hey la, hey la, Pickett's back!* ♫
>
> ♫ *Mine eyes have seen a parking lot – what were they thinking of? They have paved the hard-fought battlefield and dishonored the soldiers' blood. They have loosed the fateful specters of the money-grubbing horde – on the land where blood was poured.* ♫

Hey, this won't win any awards but it gets the point across. If you feel particularly *sadistic*, have the students perform their songs in front of the class.

GRADE 5

The War at Home



Ruins of Richmond, 1865. Courtesy of the Library of Congress, LC-B811-3234

"Cornelia Peake McDonald remembered her three-year-old daughter clinging tightly to her doll, Fanny, and crying that *the Yankees are coming to our house and they will capture me and Fanny.*"

— War, Terrible War, The Children's War Voice Card, Document Packet, Lesson 16, Library of Congress

Teacher's Eyes Only:

Day 1 – 5th

Carrie Berry turned ten-years-old while Atlanta was being burned. This section will help the students identify with some of the problems of being a civilian in the pathway of a great war.

Hand out the sheet entitled "**Carrie Berry and the Destruction of Atlanta**." Tell your students that you will read the sections in bold, and each diary entry will be read by a different student. Go around the room and read the selection out loud.

When you've completed the reading, discuss the following questions with your students:

Questions

1. How would you feel if your city were being bombed, everything was on fire, and part of your house was destroyed?
2. Where would you go to protect yourself from the bombs?
3. Would you be scared if the soldiers who were protecting you from the enemy suddenly gave up and left?
4. If, after the soldiers left, you saw people breaking into stores and stealing food and clothes, would you join them? Why or why not?
5. What might happen to you if the enemy occupied your city?
6. Carrie's dad worked for the Union after the city was evacuated. He did this so his family could keep its home. If you were Carrie, how would you feel? How would your friends feel? What do you think about her father?
7. If your house were burned, what possession would you be most sad to lose?
8. Would you wonder why this was happening to you, especially on your birthday?
9. Does this situation remind you of September 11, 2001? How did you feel when our country was being attacked?
10. Are there kids around the world that are in constant fear of their homes being bombed? Give examples. (Middle East, especially.) Do you think they *ever* feel safe? Do we take that feeling of safety for granted, living in America? How do you think their lives are different than yours?
11. Even though Carrie was your age, how was she different from you? (Chores – ironing.) What kinds of chores do kids have today? (Hobby – knitting.) What kinds of hobbies do kids have today? (Hobby – diary.) Although she was going through a terrible time, she was composed enough to write in her diary, and her writing is very advanced.)
12. Does anyone in the class have a diary? Do you think Carrie knew that people would be reading her diary years later to learn how a kid her age felt during a destructive event of the Civil War? (Probably not.)
13. Why do you think it's important for you to write your experiences in a diary, especially when something out-of-the-ordinary happens?

Some of the additional activities can be completed if you have the time, or they can be extra credit or homework assignments. The activities may be the same for grades 5, 8, and 11, but they lend themselves to discussion that is sure to vary by grade level.

Carrie Berry
and the Destruction of Atlanta

By 1864, Union Major General William T. Sherman was sweeping through the South, destroying anything that would disrupt the production of food and weapons for the Confederate Army. In mid-July, the Union Army had reached Atlanta, and Sherman was surprised to see that its citizens were expecting them. People had stripped the wood from the walls of their homes and created a huge fence around the city. Behind this massive fence, Confederate soldiers hunkered down in trenches and behind them, the residents of Atlanta fearfully waited, expecting the worse. Sherman decided to bombard the city with cannon shells and cut off the roads and railroads that delivered food to the Confederate soldiers.

Amidst all of this turmoil, Carrie Berry, who was nine years old, was trying to understand what had happened to life as she knew it. Carrie lived with her parents, her sister Zuie, and a black servant girl named Mary. When the shelling began, the family dug a large hole in the ground and covered it. Whenever the shells came screaming over the city's walls, they would run to their *cellar*. Carrie kept a diary throughout the siege of Atlanta; the following are excerpts from that diary:

> *July 19. We can hear the cannons and muskets very plain, but the shells we dread. One has busted under the dining room…One passed through the smokehouse and a piece hit the top of the house and fell though but we were at Auntie Markhams's, so none of us were hurt. We stay very close in the cellar when they are shelling.*
>
> *August 3. This was my birthday. I was ten years old, but I did not have a cake. Times were too hard so I celebrated with ironing. I hope by my next birthday we can have peace in our land so that I can have a nice dinner.*
>
> *August 5. I knit all the morning. In the evening we had to run to Auntie's and get in the cellar. We did not feel safe in our cellar, they fell so thick and fast.*
>
> *August 15. Soon after breakfast Zuie and I were standing on the platform between the house and the dining room. [A shell] made a very large hold in the garden and threw the dirt all over the yard. I never was so frightened in my life. Zuie was as pale as a corpse…It did not take us long to fly to the cellar. We stayed out till night.*
>
> *August 21. Papa says that we will have to move downtown somewhere. Our cellar is not safe.*
>
> *August 23. There is a fire in town nearly every day. I get so tired of being housed up all the time. The shells get worse and worse every day. O that something would stop them.*

We Were There, Too! Young People in U.S. History,
Phillip Hoose, 120-123.

On August 31, Sherman's army won an important battle, and the Confederate soldiers evacuated the city.

> *September 2. We all woke up this morning without sleeping much last night. The Confederates had four engines and a long train of boxcars filled with ammunition and set it on fire last night which caused a great explosion which kept us all awake. Everyone has been trying to [gather up] all they could before the Federals come in the morning. They have been running with sacks of meal, salt and tobacco. They did act ridiculous breaking open stores and robbing them. About twelve o'clock there were a few Federals came in. [We] were all frightened. We were afraid they were going to treat us badly. It was not long before the infantry came in. They were orderly and behaved very well.*
>
> *September 4. Another long and lonesome Sunday...We have been looking at the [Yankee] soldiers all day. They have come in by the thousands. They were playing bands and they seem to be rejoiced. It has not seemed like Sunday.*

On September 8, Sherman decided to burn the entire city of Atlanta. All residents were ordered to leave the city. Carrie's father, who was a wealthy businessman, decided to work for the Union Army so his family could remain in Atlanta. Early in November, Union soldiers entered homes and businesses, taking valuables before burning the rest. Many residents had stored gunpowder in their homes, and the explosions in the city were of a colossal magnitude.

> *November 8. We lost our last hog this morning early. Soldiers took him out of the pen. Me and Buddie went around to hunt for him and everywhere that we inquired they would say that they saw two soldiers driving off to kill him. We will have to live on bread.*
>
> *November 12. I could not go to sleep for fear that they would set our house on fire.*
>
> *November 14. They came burning Atlanta today. We all dread it because they say that they will burn the last house before they stop.*
>
> *November 15. This has been a dreadful day. Things have been burning all around us. We dread tonight because we do not know what moment they will set our house on fire.*
>
> *November 16. Oh, what a night we had. They came burning down the storehouse and about night it looked like the whole town was on fire. We all set up all night. If we had not [stayed up all night] our house would have been burnt up for the fire was very near and the soldiers were going around setting houses on fire where they were not watched. They behaved very badly. They all left town about one o'clock this evening and we were glad when they left for nobody knows what we have suffered since they came in.*

✓SOME THINGS TO CONSIDER

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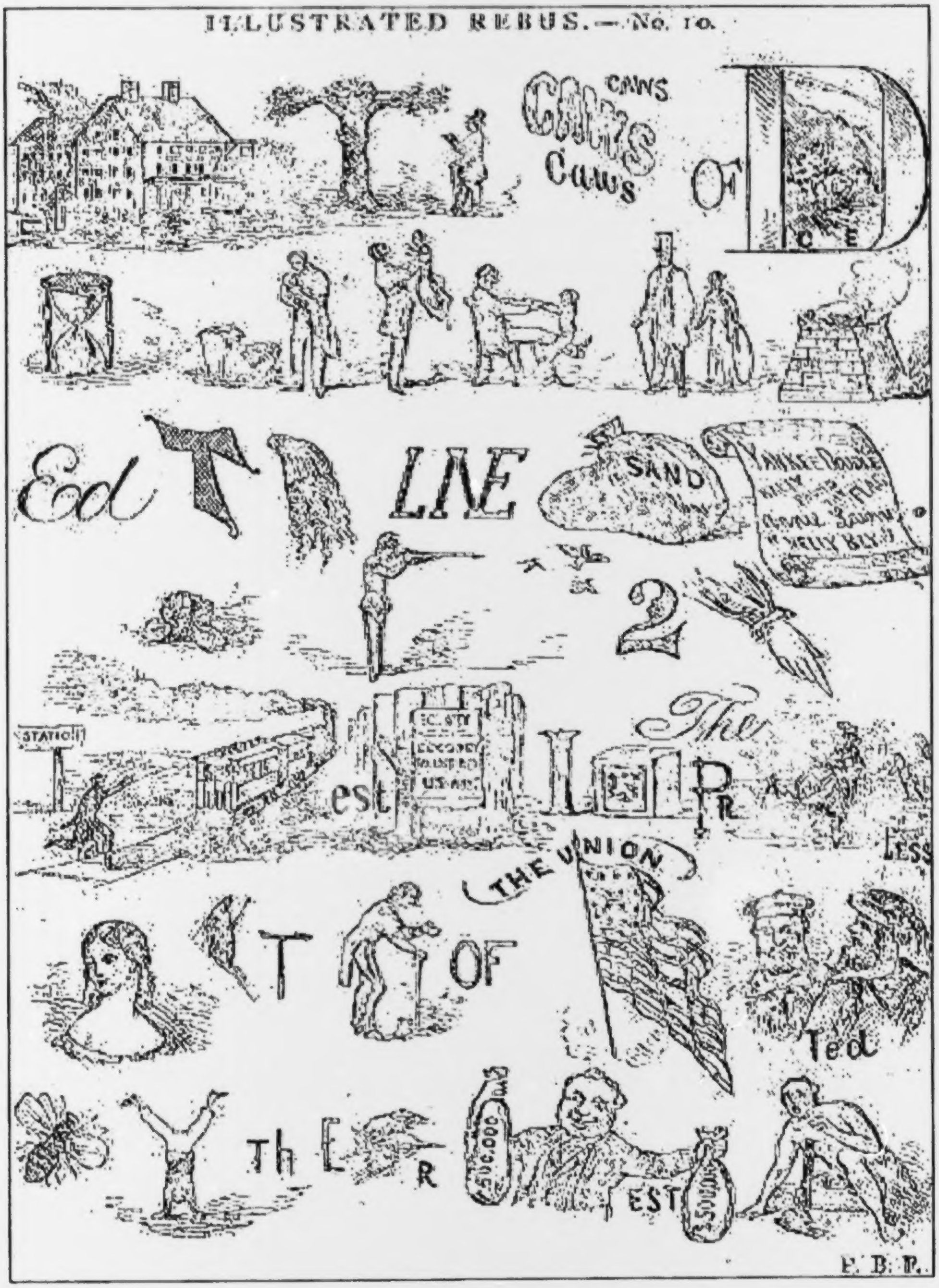
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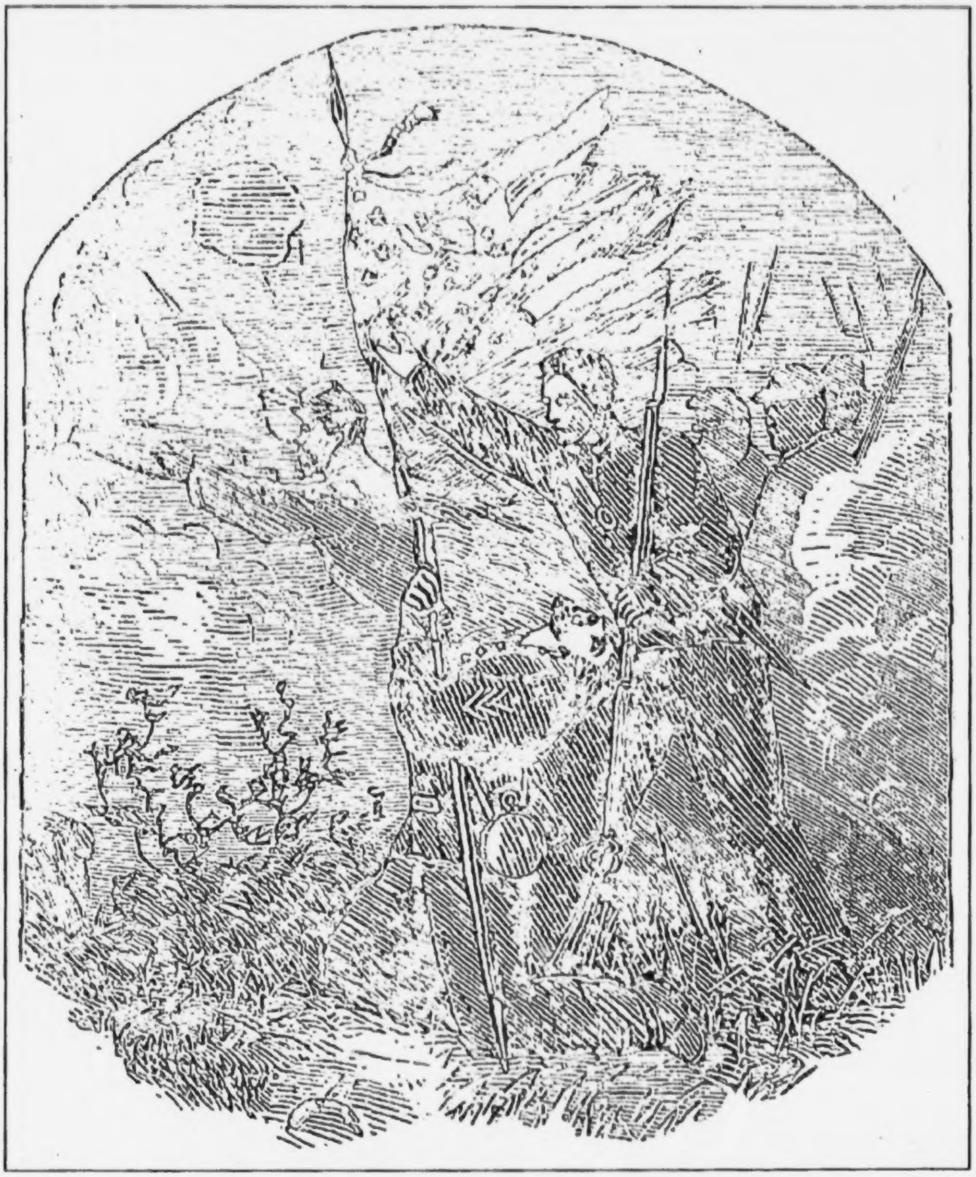
Image courtesy of Dr. Pat Pfleiger. From *Our Young Folks*, May 1865, page 350.



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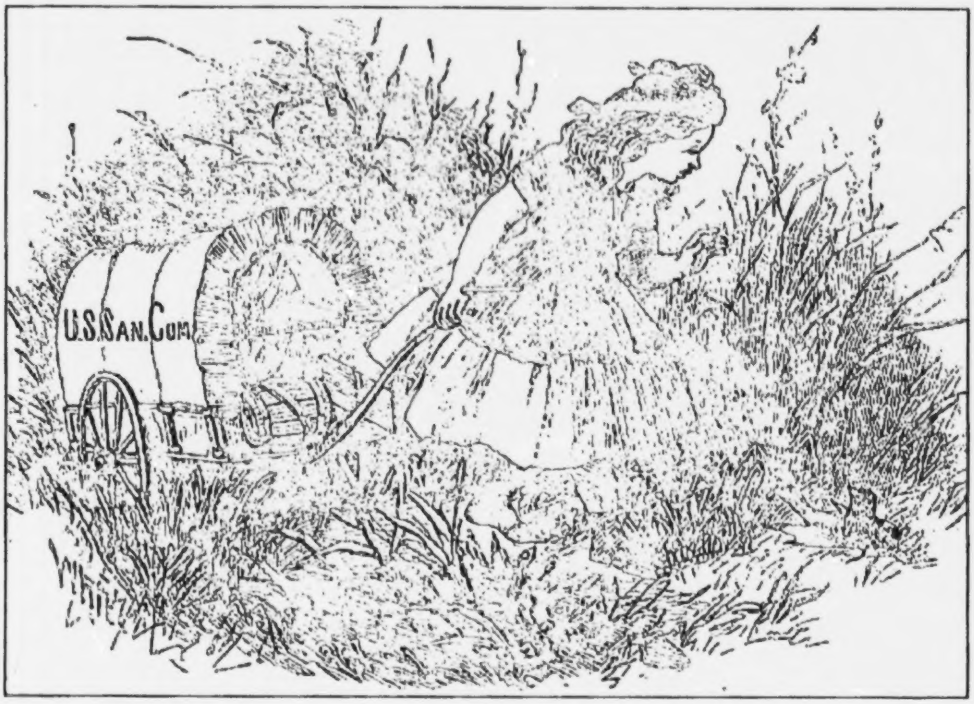
What does this image, taken from a children's magazine, say about the Northern perception of war? Do you think Southern children had a different idea of war?

Why?

Image courtesy of Dr. Pat Pfleiger. *Student and Schoolmate*, December 1864, page 175.

GRADE 5



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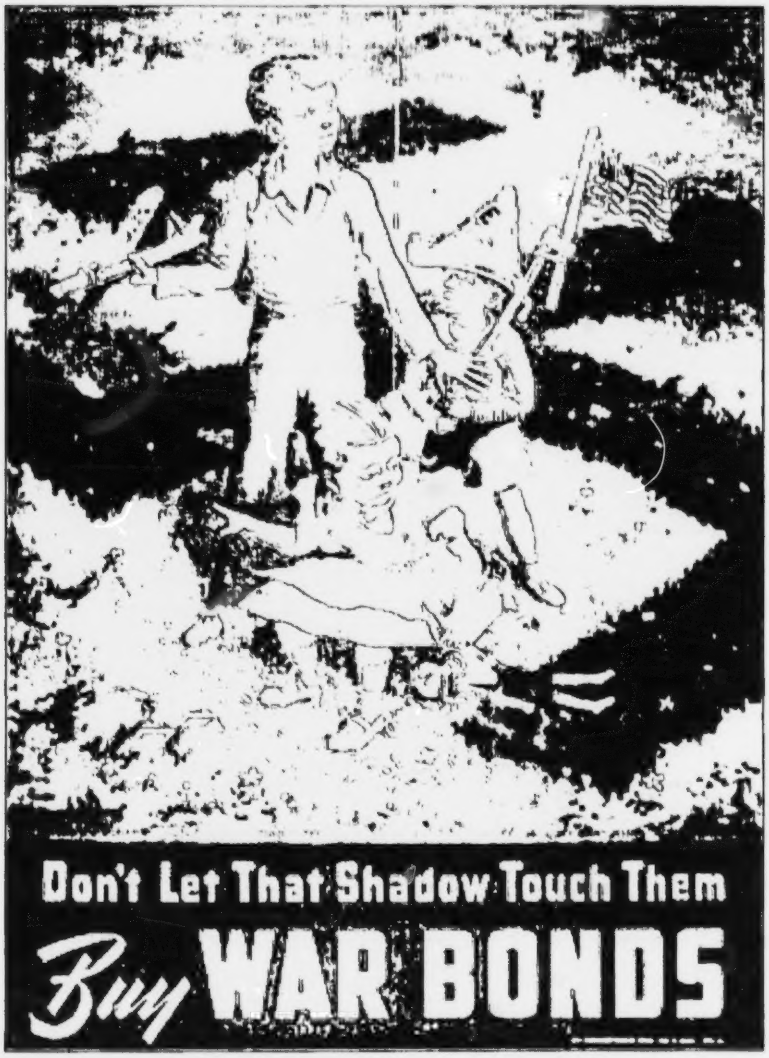
What is this child doing? What do the letters on the wagon mean? Do you think a lot of children played this game?

How is this child showing her support of the war effort?

Image courtesy of Dr. Pat Pfleiger. From Nelly's Hospital, by Lousia May Alcott. Published in *Our Young Folks*, April 1865, page 273.

GRADE 5


Don't Let That Shadow Touch Them
Buy WAR BONDS

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This is a poster from World War II showing children at play. How do the kids' games show *their* support of the war effort? How is this picture different from the previous picture?

Image courtesy of National Archives and Records Administration (NWDNS-44-PA-97). Porduced for the Government Printing Office for the U.S. treasury.

Additional Resources

Alas, the Civil War is such a huge topic and there is such little time in the classroom! If only there were more time to spend on Civil War civilians.

However, this IS a very important topic! If you have time, you may want to invite one of the many Civil War-era reenactors who can share with your class what it was like to live on the homefront during this time.

Or, read excerpts from the following resources:

Group before office of U.S. Christian Commission, Washington D.C. Courtesy of the Library of Congress, LC-B817-7718

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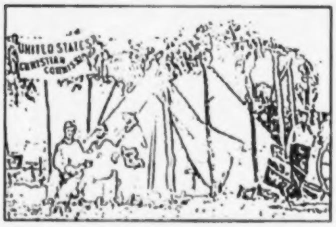

Headquarters of the U.S. Christian Commission, Germantown, Virginia. Courtesy of the Library of Congress, LC-B8171-7471

If you have access to the Internet, you can look at Godey's Lady's Book at the following sites:

- ★ http://www.history.rochester.edu/godeys/toc-m.htm
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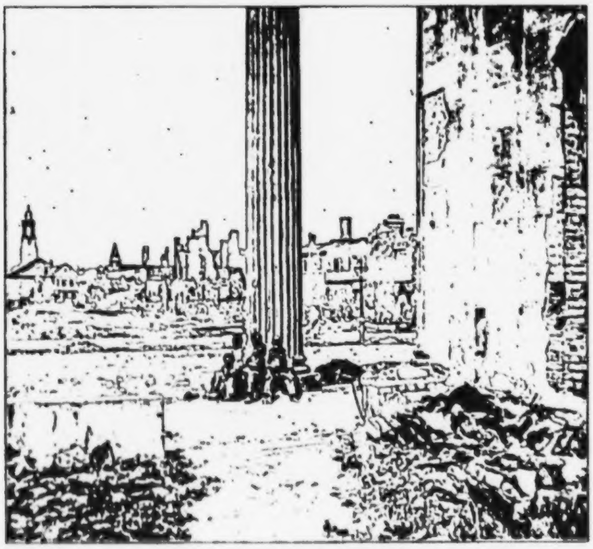
GRADE 8

The War at Home



View though the Circular Church of the aftermath of Charleston, S.C. from Federal Naval attacks. Courtesy of the Library of Congress, LC-B811-3448

After a child's birthday party, one child said that they had "white mush" on the table. The parent asked about this and found out that the "white mush" was ice cream! Not having any ice cream since the war began, the child had never seen any, and so called it "white mush."

— *War, Terrible War*, The Children's War Voice Card, Document Packet, Lesson 16, Library of Congress.

GRADE 8

Teacher's Eyes Only:

Day 1 –

Ask the students to choose a partner and hand out a copy of the declamation piece to each pair of students. Tell them that during the Civil War era, kids their age had to deliver declamation pieces once every week or so at school.

During the war, the performance of these pieces not only helped to improve the children's public speaking skills, but also encouraged the patriotism of the performer and their audience.

Draw their attention to the declamation gestures at the bottom of each page. Point out that these gestures have numbers beneath them that correspond to numbers throughout the piece. Whenever they see a number, that's the gesture they're supposed to make. Have them read the instructions just above the pictures of the gestures for more information on how to properly perform the declamation.

Since they won't be memorizing the piece like the Civil War kids, they can place the sheet in front of them on a desk, stand, and read the piece with emotion and emphasis, while making the appropriate gestures at the proper time. Tell them that after they read their piece and practice a bit, you will let them know when it's time to begin performing their pieces for each other. Warn them that when everyone is through, you will ask for two volunteers (boy and girl) to perform the pieces in front of the class for extra credit points

This activity will most likely produce a large amount of giggling because making these gestures will seem awkward and *uncool* to the students. I would suggest walking around the class and monitoring the groups as they are performing to keep everyone on task. If you have a "rowdy" group, pair students up with someone they don't normally "hang out" with.

Take pictures! ☺

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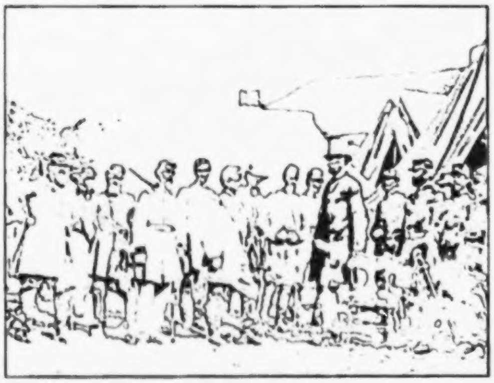
GRADE 8

Declamation Piece

from "The Stars and Stripes"

John A. Andrew

From *house*, from *fort*, from *fireside*, our hearts are called away to remember those, our *true* and *brave* representatives, who on the tented ***field*** **(3)** bear up our *honor* and our *cause*. But dearly as I am wedded to a life of *peace*, and to the arts of *peaceful* life, I ***thank (7)*** my God that I have ***lived*** **(4)** to see this glorious day. No longer reposing on the memory of the *traditional* glory of the ***past (1)***, we are *surrounded* and *bathed* in the present glory *now*. No lust for mere personal ***renown (5)***, no coarse ***bravado (5)***, no professional taste for ***arms (5)*** have led our citizen soldiers to the field ... But the conviction of ***duty*** **(6)** and *love* of *country*, the certainty of future and deserved *success;* a love which rests upon all we *know* and all we *feel* of a heroic past, and upon all that inspires to our immortal ***future (2)***. It is *our* work— standing by the *President* of the United States, his *Cabinet* and *Congress*, with *arms* and hopeful *courage*—to defend and march behind our ***flag*** **(4)** wherever it leads the way... whether of *victory* or *temporary* defeat—still to *follow*, and wherever it goes, to follow on until at last—by France and England, as now and in the past—it shall be ***honored*** **(5)** on *every sea*. From every ***Mountain*** **(7)** top it shall wave, from the ***Alleghanies*** **(3)** to the ***Rocky Mountains (1)***, and down every *river* it shall float, from the *Penobscot* to the *Mississippi; respected* and *reverenced* in ***Charleston*** **(5)** and ***Savannah*** **(3)** as in *Boston* and *New York;* the symbol of *one* ***people (5)***, of ***one language (5)***, of ***one history (5)***, of *one past, one present*, and *one future*— the symbol of ***United America (4)***.



President Lincoln meets with Gen. George McClellan and group of officers at the Battle of Antietam. Courtesy of the Library of Congress. LC-B817-7951

If we were silent today, our fathers' ***bones*** **(10)** would rattle in their graves. *They* braved *stormy seas* and *savage shores*, and *barbarous men* to make a home for *civilization* and *liberty*. And if nothing is left for *us* but to ***maintain*** **(4)** these rights by force, I shall die ***willingly*** **(9)** as I shall die ***gloriously*** **(4)** if, with the last breath, I can again repeat, as did the first martyr of the Massachusetts soldiery of 1861: "All **HAIL (8)** to the *stars* and *stripes!*"

From *Student & Schoolmate*, July 1861, pp. 268-269.

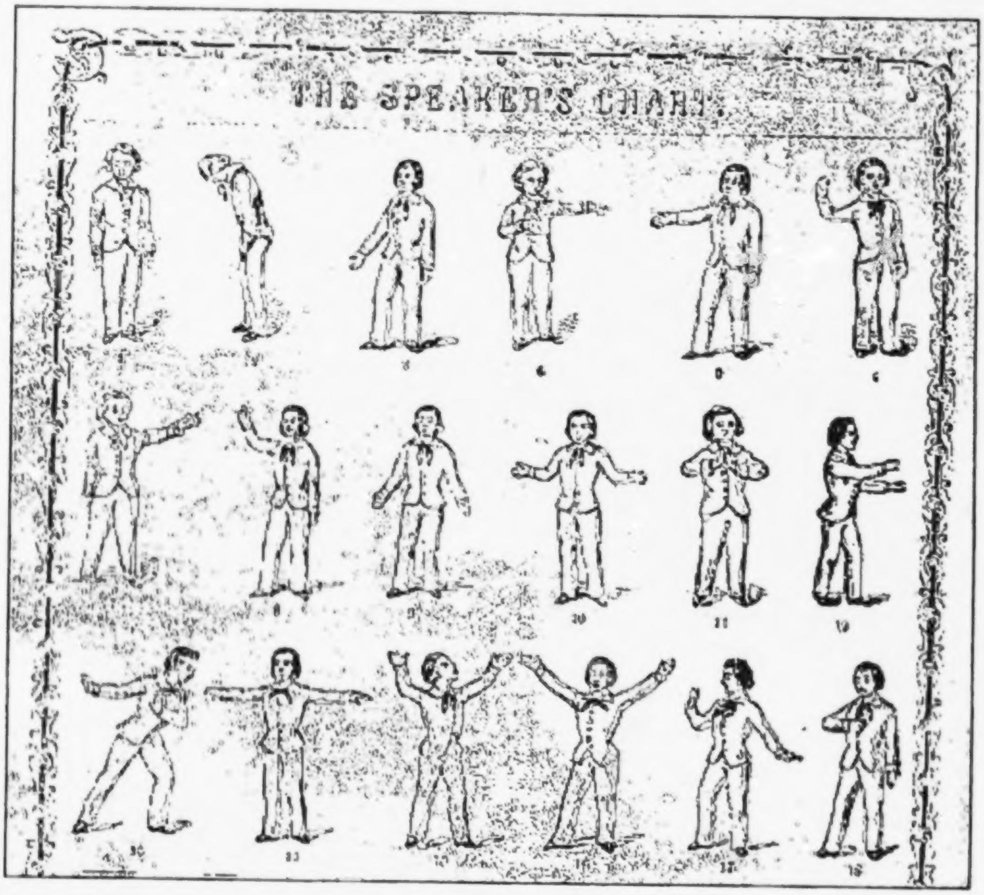

THE SPEAKER'S CHART.

Image courtesy of Dr. Pat Pflegler. From *Student & Schoolmate*.

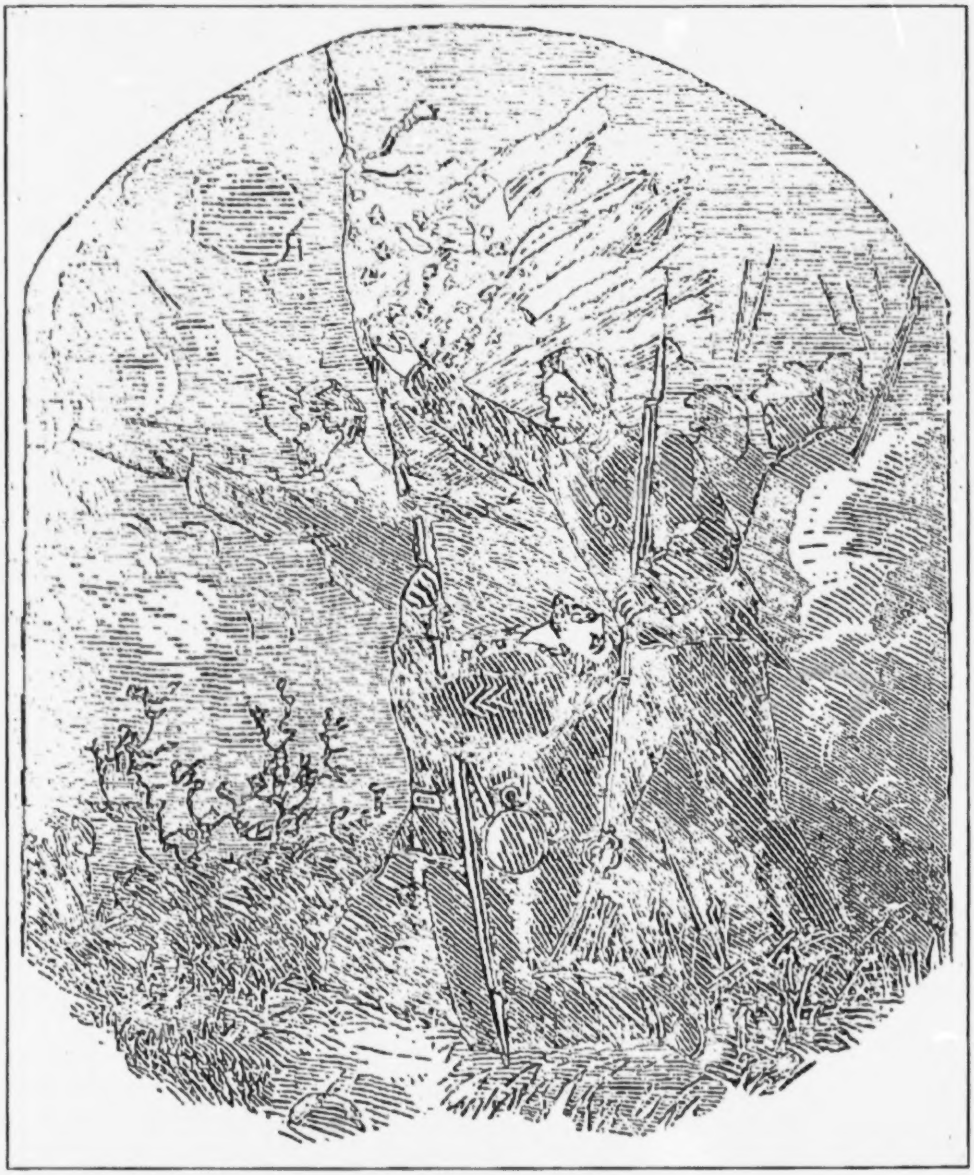


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Image courtesy of Dr. Pat Pfleiger. *Student and Schoolmate*, December 1864, page 175.

GRADE 8

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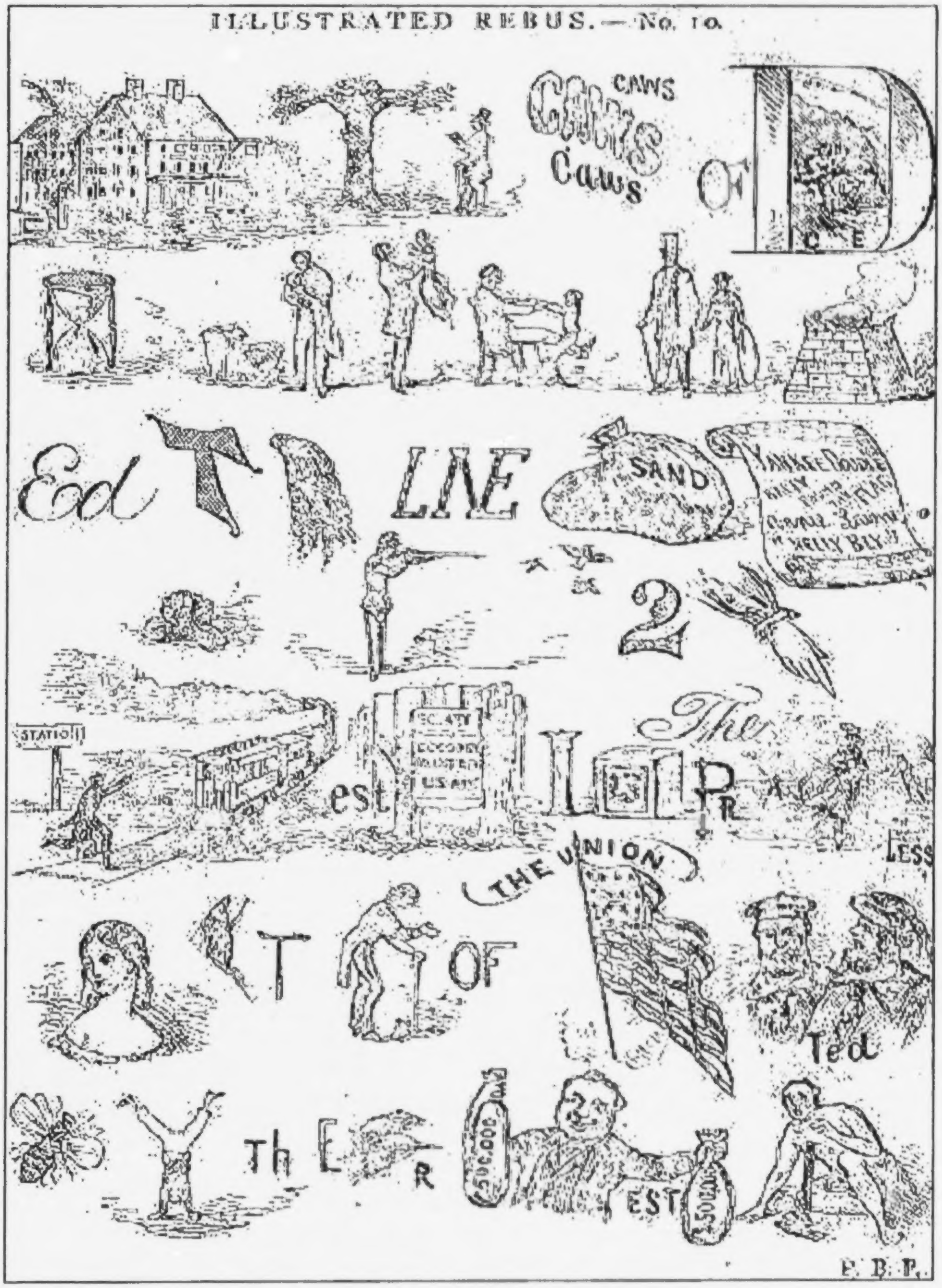
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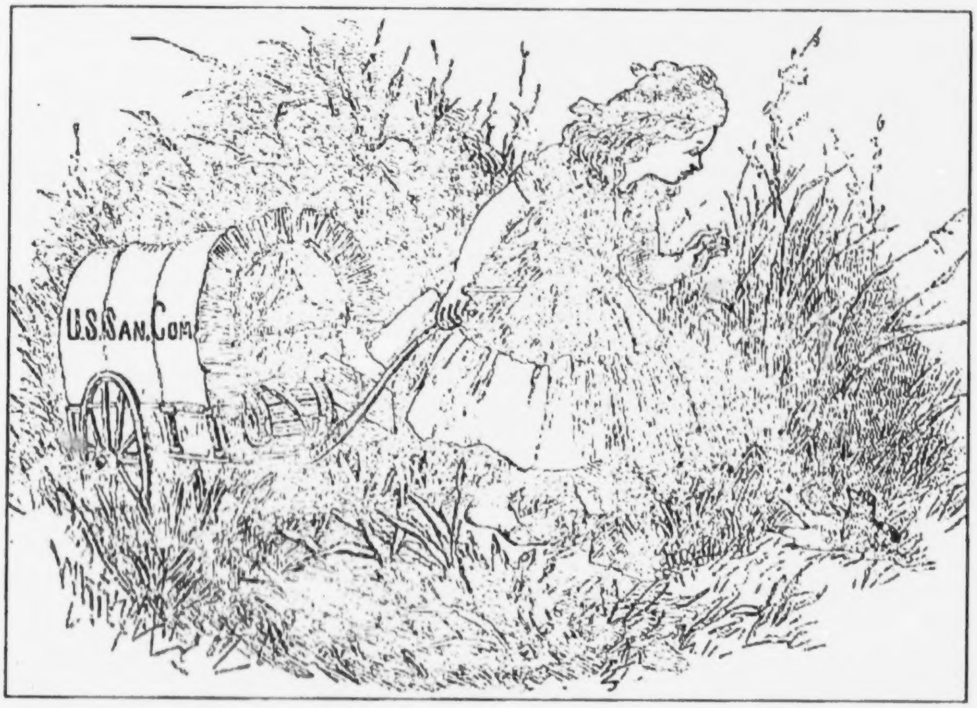
Image courtesy of Dr. Pat Pfleiger. From *Our Young Folks*, May 1865, page 350.



GRADE 8

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What is this child doing? What do the letters on the wagon mean? Do you think a lot of children played this game?

How is this child showing her support of the war effort?

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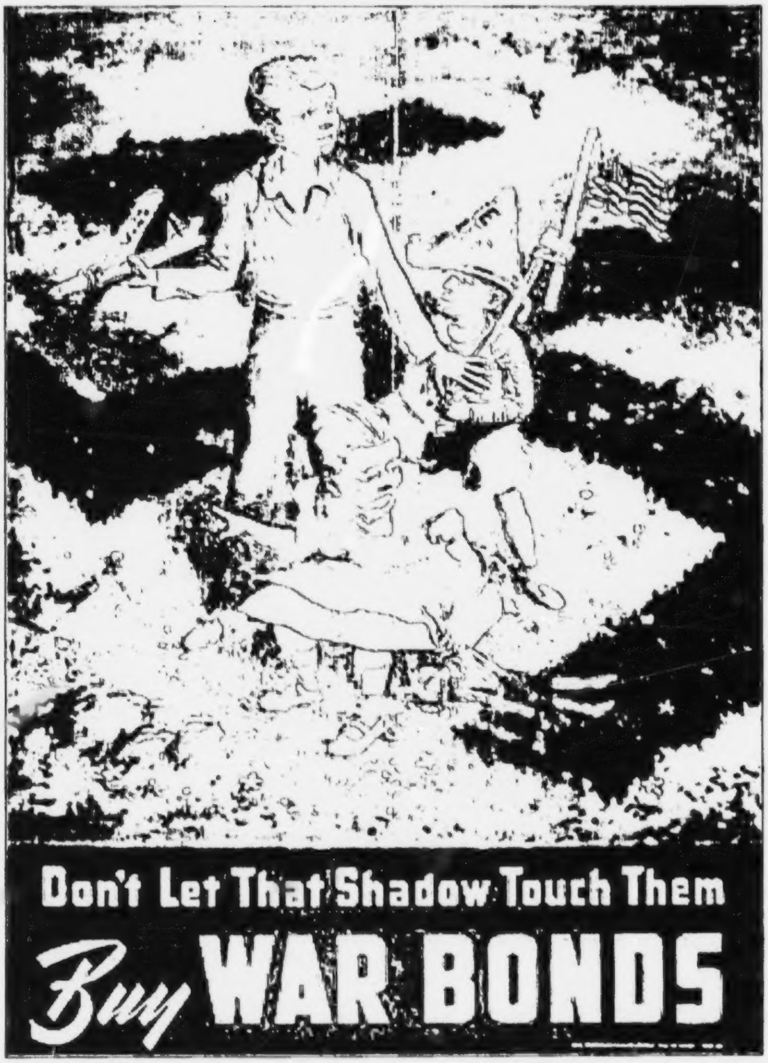
GRADE 8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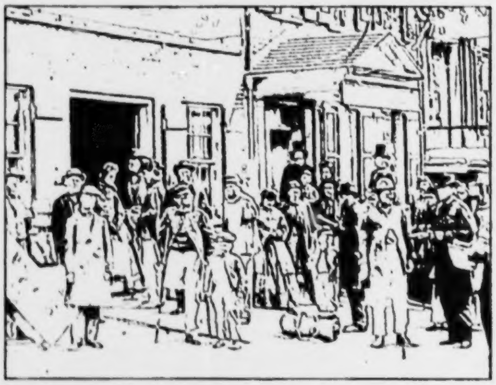
Group before office of U.S. Christian Commission, Washington D.C. Courtesy of the Library of Congress, LC-B817-7718

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UNITED STATES CHRISTIAN COMMISSION
Headquarters of the U.S. Christian Commission, Germantown, Virginia. Courtesy of the Library of Congress, LC-B8171-7471

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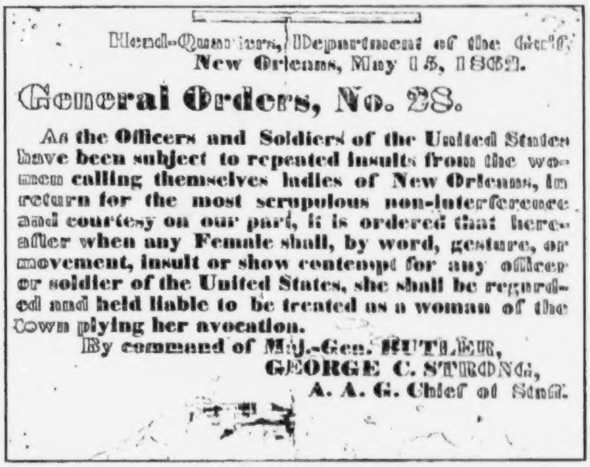
The War at Home

GRADE 11



Head-Quarters, Department of the Gulf,
New Orleans, May 15, 1862.

General Orders, No. 28.

As the Officers and Soldiers of the United States have been subject to repeated insults from the women calling themselves ladies of New Orleans, in return for the most scrupulous non-interference and courtesy on our part, it is ordered that hereafter when any Female shall, by word, gesture, or movement, insult or show contempt for any officer or soldier of the United States, she shall be regarded and held liable to be treated as a woman of the town plying her avocation.

By command of Maj.-Gen. BUTLER,
GEORGE C. STRONG,
A. A. G. Chief of Staff.

"General's Orders, No. 28" Maj-Gen Butler George C. Strong's orders the women of New Orleans to show respect to the Union soldiers occupying the city or else face consequences. Rosemonde E. and Emile Kuntz Collection, Manuscripts Department, Tulane University Library, New Orleans, Louisiana, 70118

> *"It begins to look as if the Yankees can do whatever they please and go wherever they wish—except to heaven."*
>
> – Eliza Frances Andrews, seventeen-years-old, Georgia
> — *We Were There, Too! Young People in U.S. History*, Phillip Hoose, Melanie Kroupa Books, New York, 2001, 120.

GRADE 11

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John A. Andrew

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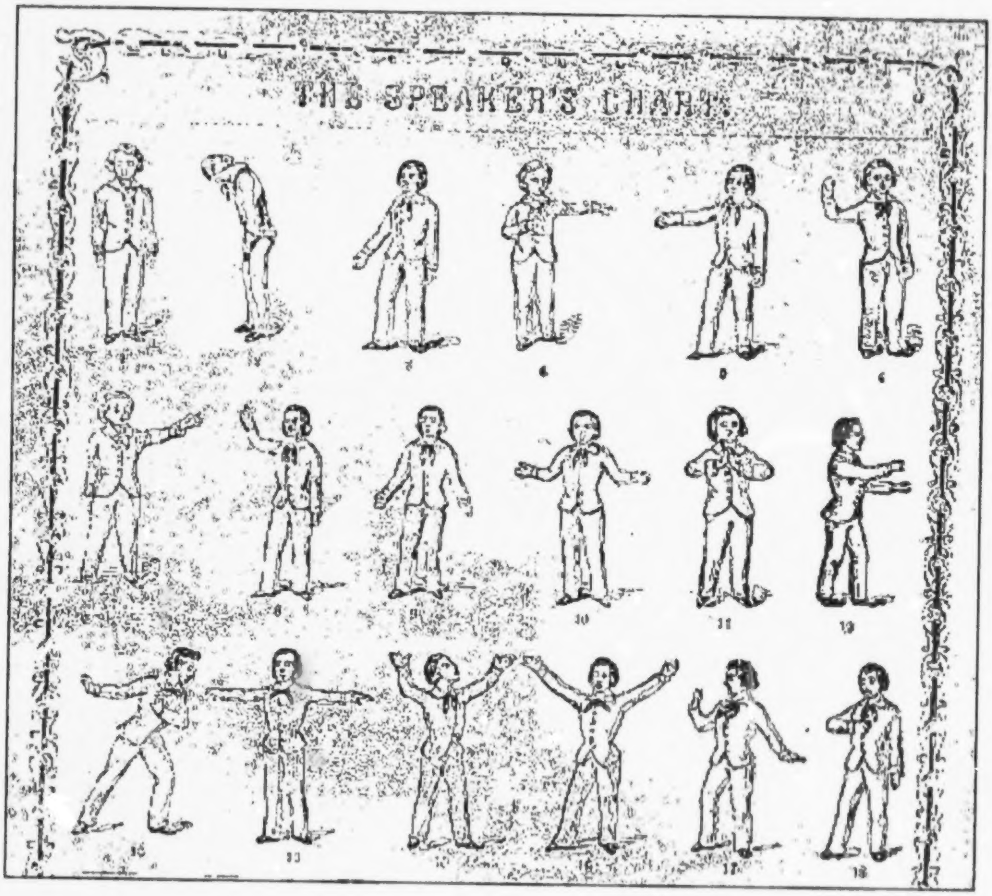
THE SPEAKER'S CHART.
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Image courtesy of Dr. Pat Pfliegler. From *Student & Schoolmate.*

GRADE 11

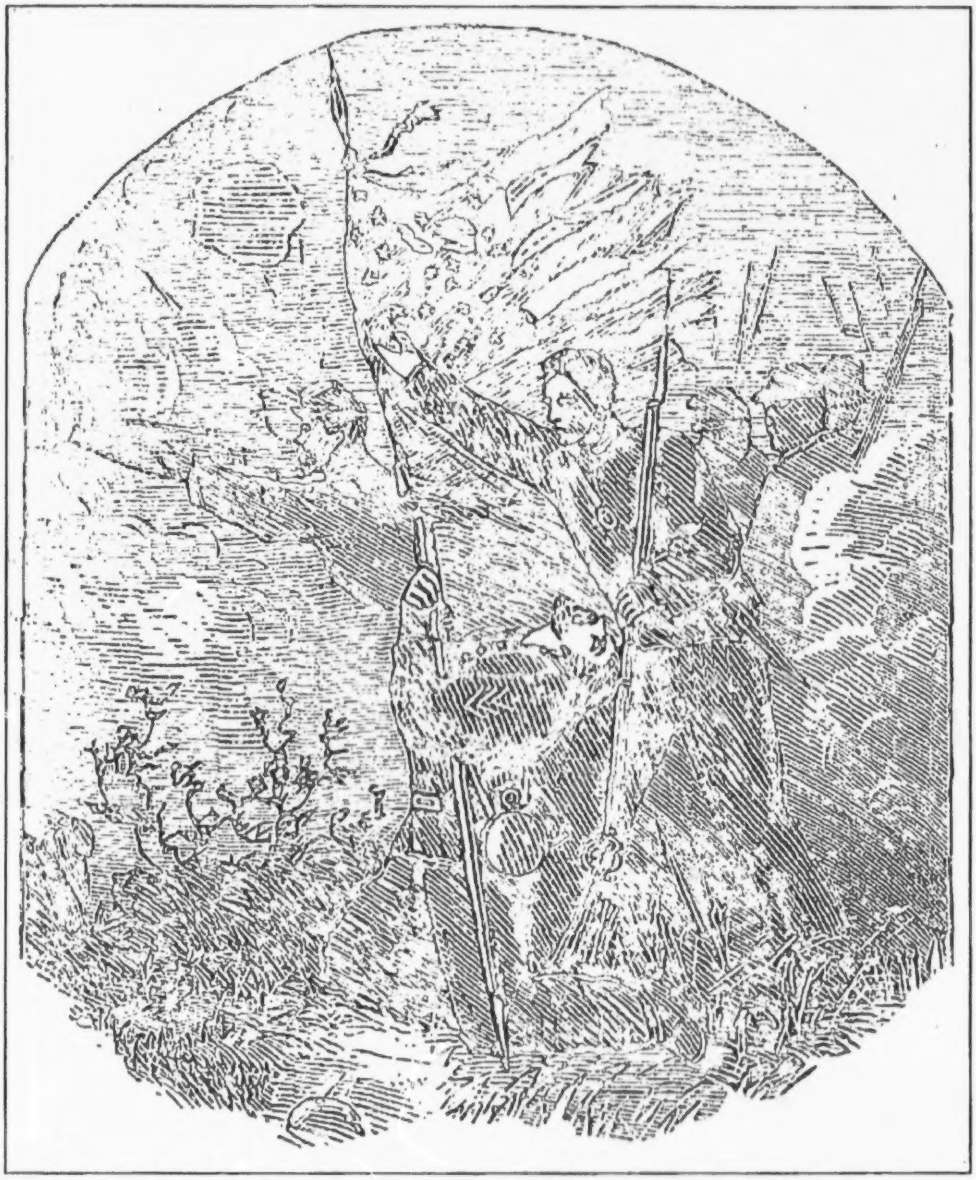

Image courtesy of Dr. Pat Pflelger. *Student and Schoolmate*, December 1864, page 175.

SOME THINGS TO CONSIDER

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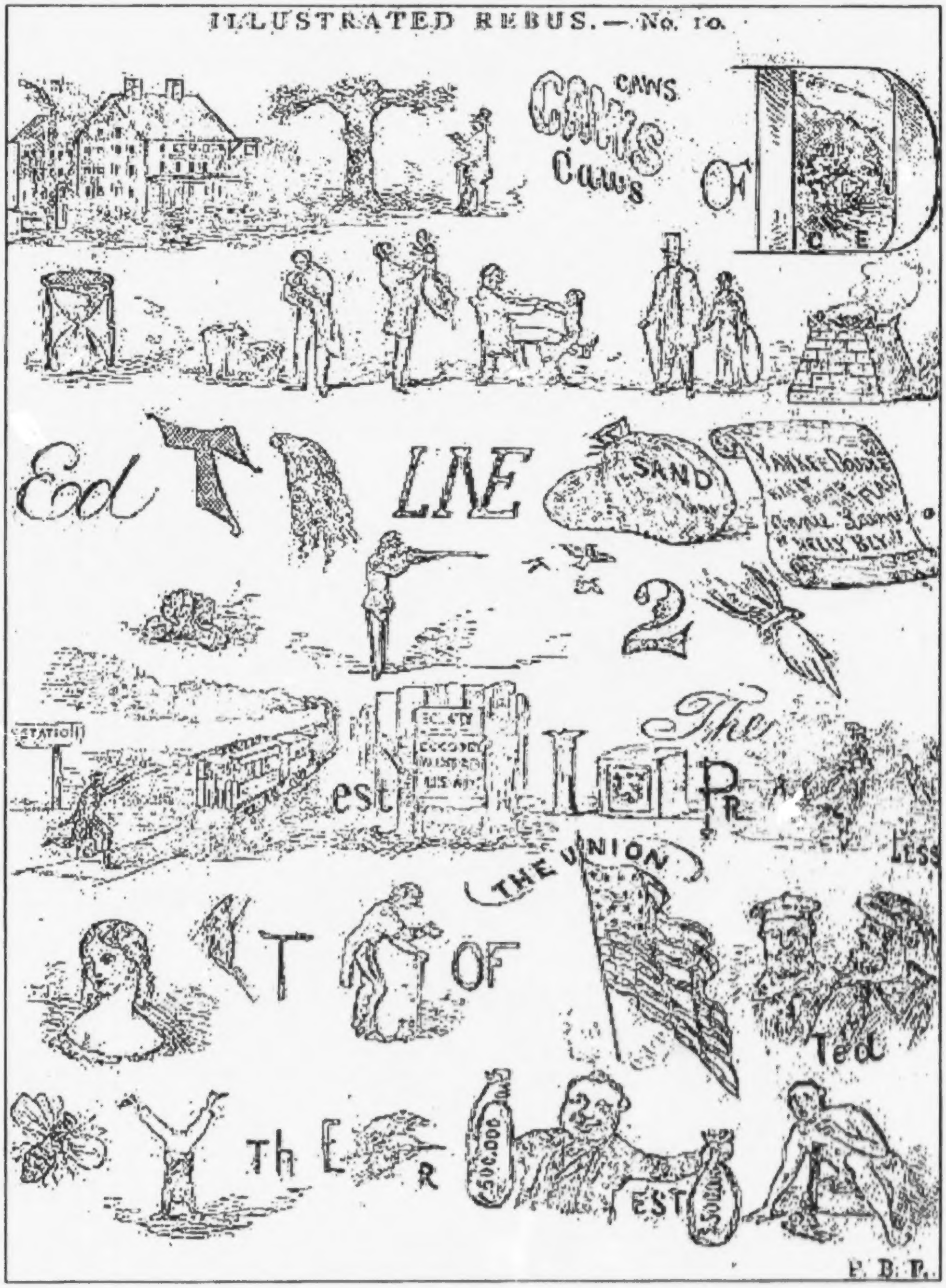
Why?

GRADE 11

✓SOME THINGS TO CONSIDER

Can you and your teacher figure out what this means? This puzzle was in a children's magazine Does it surprise you that it is so hard? Can you make one of your own?


ILLUSTRATED REBUS.—No. 10.
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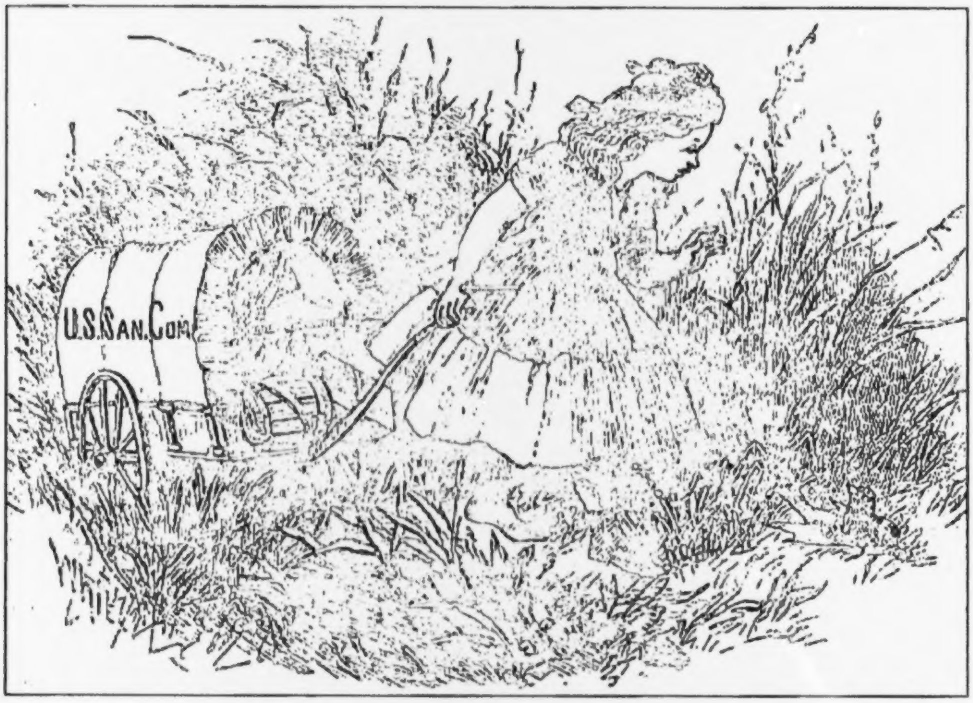
F. B. P.

Image courtesy of Dr. Pat Pfleiger. From *Our Young Folks*, May 1865, page 350.



GRADE 11

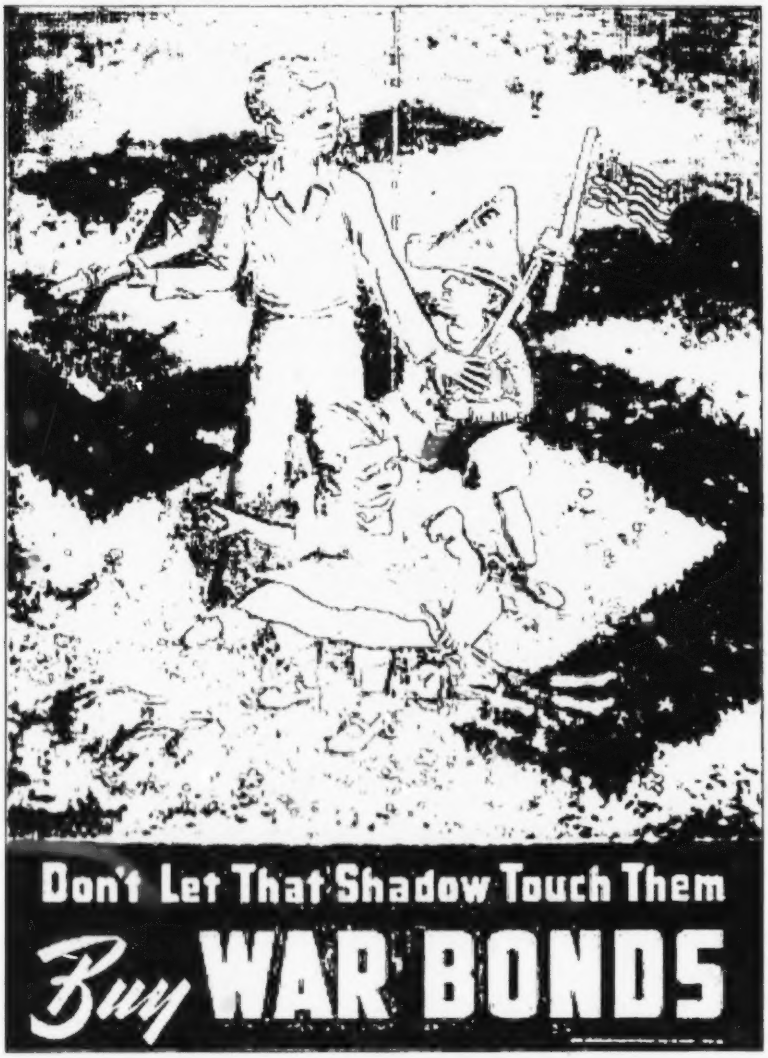
✓ SOME THINGS TO CONSIDER

What is this child doing? What do the letters on the wagon mean? Do you think a lot of children played this game?

How is this child showing her support of the war effort?

Image courtesy of Dr. Pat Pfleiger. From *Nelly's Hospital*, by Lousia May Alcott. Published in *Our Young Folks*, April 1865, page 273.

GRADE 11


Don't Let That Shadow Touch Them
Buy WAR BONDS

✓SOME THINGS TO CONSIDER

This is a poster from World War II showing children at play. How do the kids' games show *their* support of the war effort? How is this picture different from the previous picture?

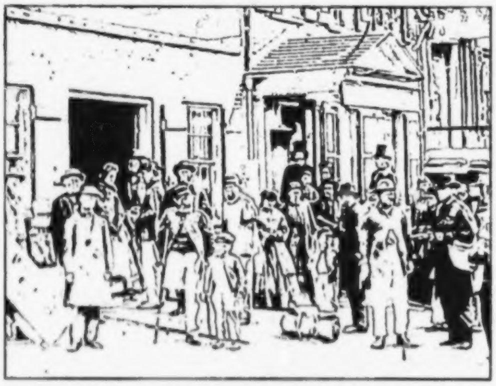
Image courtesy of National Archives and Records Administration (NWDNS-44-PA-97). Porduced for the Government Printing Office for the U.S. treasury.

Additional Resources

Alas, the Civil War is such a huge topic and there is such little time in the classroom! If only there were more time to spend on Civil War civilians.

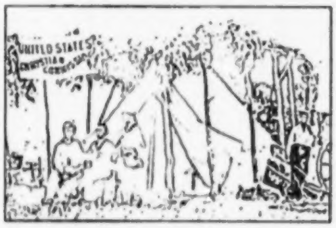
However, this IS a very important topic! If you have time, you may want to invite one of the many Civil War-era reenactors who can share with your class what it was like to live on the homefront during this time.

Or, read excerpts from the following resources:



Group before office of U.S. Christian Commission, Washington D.C. Courtesy of the Library of Congress, LC-B817-7718

- ★ The Civil War Diary of Mary Boykin Chesnut (Mary Boykin Chesnut)
- ★ The Children's Civil War (James Marten – very much recommended)
- ★ Lessons of War: The Civil War in Children's Magazines (James Marten, Ed.)
- ★ Life in Civil War America (National Park Civil War Series, Eastern National)
- ★ American Children's Games through the Civil War Period (Michael Mescher)
- ★ Mid-Nineteenth Century Parlor Games (Michael Mescher)
- ★ Civil War Women (Barbara Brackman)
- ★ An Introduction to Civil War Civilians (Juanita Leisch – much recommended)



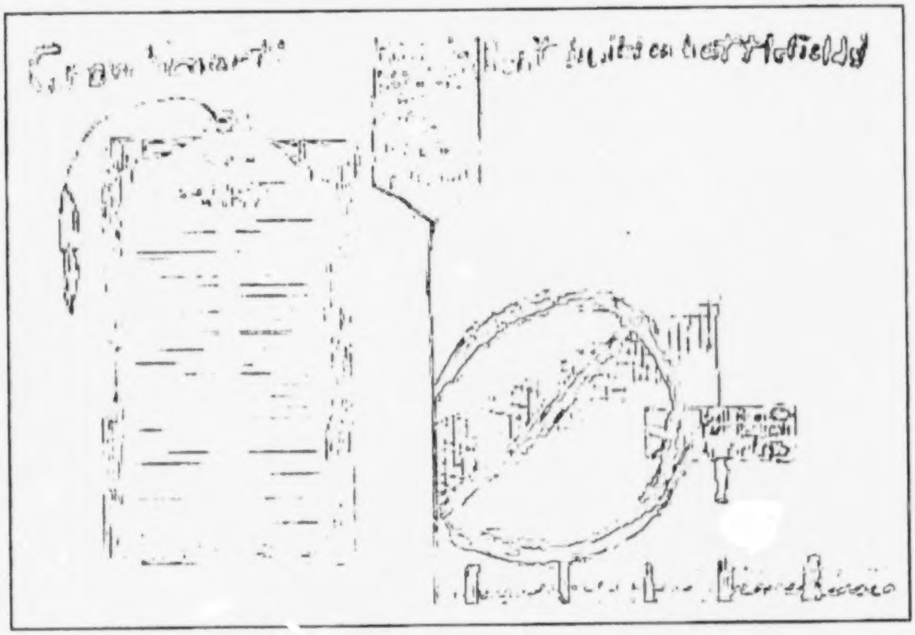
Headquarters of the U.S. Christian Commission, Germantown, Virginia. Courtesy of the Library of Congress, LC-B8171-7471

If you have access to the Internet, you can look at Godey's Lady's Book at the following sites:

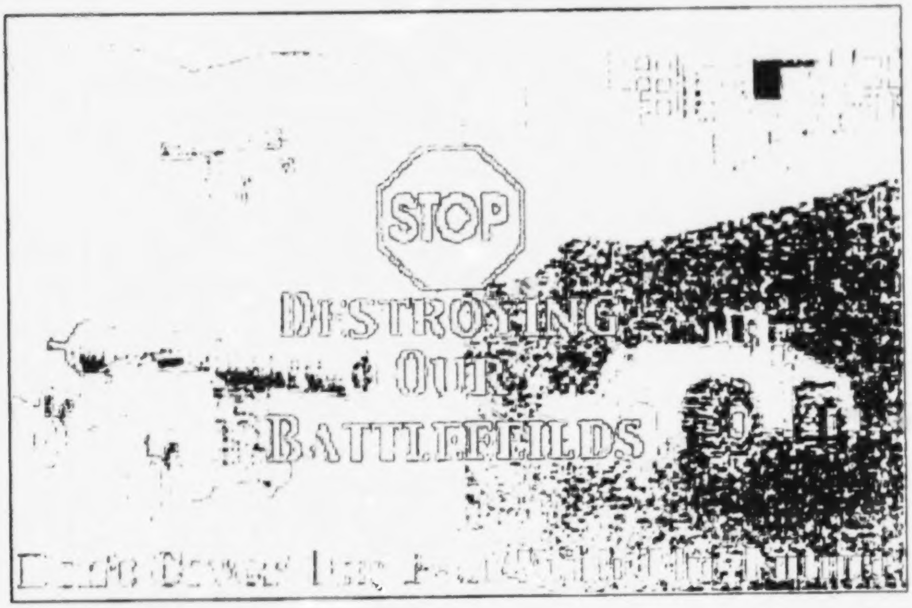
- ★ http://www.history.rochester.edu/godeys/toc-m.htm
- ★ http://www.uvm.edu/~hag/godey/godeytitle.html

Obviously, this list is by no means exhaustive! Check our web site at www.civilwar.org for more ideas.

GRADE 5
GRADE 8
GRADE 11

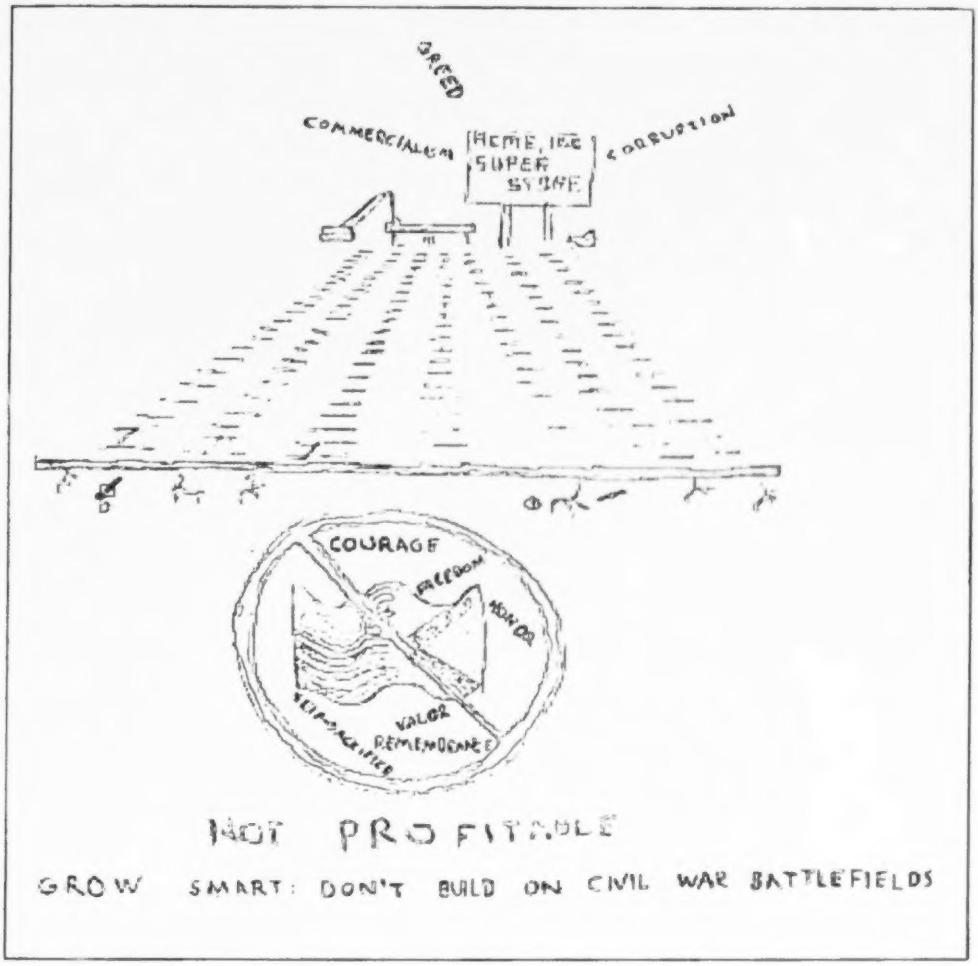


Poster by Robert May.


STOP
DESTROYING
OUR
BATTLEFIELDS

Poster by Hazel Pearce.

GRADE 5
GRADE 8
GRADE 11


GREED
COMMERCIALISM
ACME, INC
SUPER
STORE
CORRUPTION
COURAGE
FREEDOM
HONOR
VALOR
REMEMBRANCE
SELF-SACRIFICE
NOT PROFITABLE
GROW SMART: DON'T BUILD ON CIVIL WAR BATTLEFIELDS

Poster by Chris Yeazel.

GRADE 5
GRADE 8
GRADE 11

RECONSTRUCTION

Here are a few web sites and books for more information about Reconstruction, to help teachers meet Standard Three of the United States History Standards. These are teacher resources and should help you find interesting details and perspectives on this difficult time in American history.

African Americans sorting tobacco leaves at a factory in Richmond, Virginia. National Archives and Records Administration.

http://lcweb2.loc.gov/ammem/ndlpedu/lessons/rec/rhome.html
The Library of Congress: The Learning Page. After Reconstruction: Problems of African Americans in the South

> This collection contains pamphlets and other materials written by African American authors. Working in small groups, students use a timeline and other documents to identify problems and issues facing African Americans. Then, they suggest remedies for the problems. Students then present the results of their research in a simulated African American Congress. For middle school or higher.

http://www.africana.com/blackboard/bb_his_000127.htm#mat
www.africana.com: Reconstruction and the Freedmen's Bureau and Bank

Using primary and secondary sources, students learn that Reconstruction attempted to address the economic, social, and governmental problems of the South after the Civil War. They also learn that the Freedmen's Bureau and organizations like the Freedman's Bank provided assistance to newly freed slaves in the South, but had a difficult task in distributing funds and land. For high school. The lesson was written by Wendy Lutz, Dover-Sherborn Middle School, who teaches 7th and 8th grade Social Studies.

http://history.sandiego.edu/gen/civilwar/16/reconstruction1.html
Reconstruction 1865-1877. From Professor Steve Schoenherr at University of San Diego.

This is a rough outline from a college course, but it has a great map of the southern military districts during reconstruction. It would be helpful to the teacher in organizing thoughts.

http://memory.loc.gov/ammem/aaohtml/exhibit/aopart5.html
Library of Congress. African American Odyssey: Reconstruction and its Aftermath.

This is an online exhibit with background information and many quality images.

For Further Reading:

Foner, Eric and Olivia Mahoney. *America's Reconstruction, People and Politics After the Civil War*

Fonery, Eric. *Reconstruction: America's Unfinished Revolution*, 1863-1877

Genovese, Eugene. *Roll, Jordan, Roll: The World the Slaves Made*

Murphy, Richard. *The Nation Reunited: War's Aftermath.* Time Life Books, 1987.

Richter, William L. *The ABC-Clio Companion to American Reconstruction, 1862-1877*

Taylor, Richard. *Destruction & Reconstruction: Personal Experiences of the Late War* (1955).

Mini-Activity #1:
Items a Civil War Soldier Might Use

*	__ __ __ __ __ __ __ C __	bag that carries a soldier's "stuff"
*	__ __ N __ __ __ __	used to carry drinking water
*	__ __ N __ __ P	used to drink water or coffee, or fry food in
*	__ __ __ __ __ __ __ K	also called "crackers" – a soldier's hard bread ration
*	__ __ L __ P __ __ __	a soldier's heavily preserved meat ration; it provided fat to fry hardtack into "skillygallee" or cornbread into "Johnny cakes". Two words.
*	__ __ __ F __ __ N __	soldiers used this for shelter; needed to pair up with another soldier to use it.
*	__ __ R T __ __ __ __ E __	pieces that contained powder used as ammunition in the gun
*	__ __ P __	Very small items that caused the spark that made the gun shoot
*	__ O __ __ __ __	favorite beverage of Union soldiers; very scarce in the South.
*	__ __ __ Y __ __ __ __ A __ __ __	used for entertainment to play poker
*	__ O __ __ __	if you were lucky enough to get a meat ration, you could save this part of it to play music.
*	__ __ __ I	a Civil War hat. Also called a forage cap.
*	__ __ R __ __ __ __ __	especially for Southern soldiers; part of ration that could be fried with fat or bits of meat to make sloosh or Johnny Cakes
*	__ __ __ __ N __ __	put on the end of the gun to use as a sword. Or, stick it in the ground and put your candle on the top to read in the evening.

Answers to: Items a Civil War Soldier Might Use

- haversack: a bag that carries a soldier's "stuff"
- canteen: used to carry drinking water
- tin cup: used to drink water or coffee, or, to fry food in
- hardtack: also called "crackers" – a soldier's hard bread ration
- salt pork: a soldier's meat ration; was heavily preserved. It provided fat to fry hardtack into "skillygallee" or cornbread into "Johnny cakes".
- half tent: soldiers used this for shelter; needed to pair up with another soldier to use it.
- cartridges: contained powder and used as ammunition in the gun
- caps: Very small items that caused the spark that made the gun shoot
- coffee: favorite beverage of Union soldiers; very scarce in the South.
- playing cards: used for entertainment to play poker
- bones: if you were lucky enough to get a meat ration, you could save this part of it to play music.
- kepi: a Civil War hat. Also called a forage cap.
- cornmeal: especially for Southern soldiers; part of ration that could be fried with fat or bits of meat to make sloosh or Johnny Cakes
- bayonet: put on the end of the gun to use as a sword. Or, stick it in the ground and put your candle on the top to read in the evening.

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